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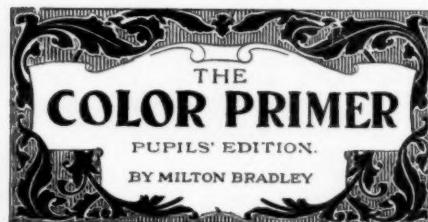
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The business department of THE JOURNAL is on another page.

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Schooled but not Educated.

An American lately wrote in the papers that the driver of his hansom in London was a graduate of Oxford university. There are undoubtedly many graduates of that celebrated institution unable to earn a living in any better way. Without stopping to consider whether a country is unfortunate that cannot furnish professional work for all graduated from its colleges, let us admit that a great number come out of colleges without an education ; they know some Latin and Greek, but little or nothing about their surroundings. They are unable to enter into the civilization that surrounds them.

What is true of the college is true of the high school, and, even the advanced school. A cooper took his son away from school because he did nothing but sit in the house and read—read anything and everything that he could lay his hands on ; he considered that the result of his schooling was not beneficial. The demand for manual training is a recognition of the fact that it is one thing to put children through certain motions, it is another to be sure these are really and truly in line with a development of their bodily and mental powers. The same thing may be said of nature study. The 3 R's schooled but did not educate—that is, necessarily.

To this the thoughtful teacher will assent ; but he will say, "The reason I do not educate is because the only thing demanded of me is schooling." Too true. The superintendent asks, "How much is six times nine ?" and getting a correct answer, marks down "excellent" and passes on. The superintendent on his part says, "We have not yet arrived at the stage when we can look for tests of education ; we have not the time, for one thing ; another thing is that the class of teachers we have can only give us knowledge, or schooling." Here are serious questions yet unsolved.

The Annual Summer Number of THE SCHOOL JOURNAL will contain ninety-two pages and will be issued next week, under date of June 25. An effort will be made to have the issue mailed before the end of the week, but the many mechanical difficulties involved in getting out so large a paper may cause delay. We are sure our readers will have a little patience. The number will be a beautiful souvenir containing several important features of permanent value.

Shall We Create a Science Spirit?

By E. P. Powell.

I do not believe there is any more vital need appertaining to education than a completion of the transition from the old preparatory schedule of Latin, Greek, and mathematics to the new schedule of science and modern humanities. We say this with no antagonism to the old, but with a conviction that the new is inevitable, and the sooner we have accepted it the better. Prof. Mahaffy in a criticism of modern education in the "Nineteenth Century," says : "It is my deliberate and carefully formed opinion, that the average preparation of boys is much inferior to what it was when our schoolmasters were free to teach according to their likes, and this modern system of pressure did not exist. In this opinion the great majority of my colleagues agree; and I hear from Oxford and Cambridge that the English school boys, if they have not lost, have gained nothing by the recent school system in England. The whole of a proper university course, in its earlier stages, is based upon a competent knowledge of Latin, Greek, and pure mathematics. So long as this was accepted, and nothing else sought, boys came up in such a state of preparation that the rest of a university education could be readily acquired. But now that they spend an occasional hour in the week at French, at German, at drawing, at physical geography, at chemistry, at geology, at English literature, they fail to acquire the fundamental things. And they can hardly acquire any decent knowledge of the rest."

Here is plainly a confession of a fundamental conflict between the old methods in preparatory schools and the new. In this country some of us have observed, with Prof. Mahaffy, precisely what he complains of ; that is, it is impossible to accomplish the mastership of Latin, Greek, and pure mathematics, and at the same time acquire a fundamental knowledge of such studies as he enumerates, during the preparatory years of a boy's school life. But we find our remedy in another direction. Instead of giving up the modern innovations, we would go farther in the removal of the Greek and Latin. Or more exactly, we would take such a course of preparatory studies as would create a scientific spirit as well as give scientific knowledge. The advocates of a change in preparatory studies do not lay emphasis so much upon the amount of knowledge to be acquired, as upon the investigating spirit which is to be acquired. Our preparatory courses constantly are overloaded. We are trying to do too much and are really accomplishing less in the way of intellectual power. It is not pleasant to remember that in 1640 no student could enter Harvard who could not "both make and speak true Latin." These boys were compelled to listen to preaching in Latin or Greek, and to criticise the same from notes taken in good Latin. The ministers of New England under such a system could write Latin as easily as English. Down to the end of the last century there was a fairly good classical drill in the ancient languages. But when the old town system of the colony dissolved into the district system, and the university system broke down into the present collegiate system, the scholarship of New England, so far

as Latin and Greek were concerned, also degenerated. There are not ten men in New England or New York to-day, educated strictly in our public school system and our collegiate, who can "make or speak true Latin," to say nothing of Greek. I go back to this historic brief review in order to show that the change was not due to the crowding in of science studies. The lapse in classical knowledge began long before even geology asked for a hearing, and before the word biology came into school use.

The physical sciences found schools struggling to keep up the form of classical studies. They asked for a chance to create a taste, not only for accurate knowledge, but for accurate investigation. What was wanted was not altogether knowledge, but a taste for knowledge, and a better power to get at knowledge, and to apply knowledge when obtained.

We believe that in this direction only can we escape the difficulty which the learned professor points out. We do not exclude social science or the science of history or indeed language science, because we emphasize the physical sciences. The new basis should include all these. What we complain of is that when we wish to send a boy to college, we are expected to make the lad begin at ten or twelve years of age with Latin and Greek. He must spend much the harder part of his preparatory years on these studies, with little prospect of his ever becoming a thoroughly equipped linguist or grammarian. But meanwhile he is losing his opportunity of forming a taste for nature studies, and a scientific spirit. After he enters college his first two years will still be heavily weighted with Latin and Greek. When he comes to the scientific studies he is already spoiled for any masterly work in that line. My knowledge of such boys is that about one out of twenty, when he gets to the biological laboratory, is quickened into a new life and made over again. But while the rest are not real linguists, they for the most part only get a mixture of all sorts of knowledge, without a thorough mastership anywhere. Even those institutions which give our boys a chance to study pure science, insist on giving a higher rank to the old classical studies. The latter is the "regular course." The science course is special or irregular.

The revolution needed is one that shall place science at the front, and relegate Latin and Greek to special courses; that shall take our boys and girls in the lower schools, with the intent to create in them an investigating spirit; that will then send them forward into college with that spirit all-controlling; and that, while not granting a few favors to science, shall frankly yield that the first end of education is to create a spirit of investigation. We cannot go back with Prof. Mahaffy to reconstruct the past. That has long since been rendered impossible. We have college presidents who, if they must be examined in Greek and Latin, could not get into their own colleges. The game is practically up in that direction. Dr. Mahaffy allows that this is true of England. While he would restore to the regular State university system the old preparatory studies, he would subdivide education into separate fields; and give to each sort or class of people its own separate schools. This is simply to go back to the old guild-education of the middle ages. It is to allow that men are not equal, and the State must not consider them so. The university schedule would, on this plan, be provided for a select upper-ten, and special educations for special classes. We would turn this square about, and make the ancient languages the specials, while applied sciences should constitute the regular course from kindergarten to university,—and then on to a national university at Washington.

There is no other remedy for the present break down and confusion. Correlation, as so far applied, means only patchwork. No one denies the value of Latin and Greek. But with the overcrowding of

studies and the consequences upon scholarship, which none of us can deny, we see no way out but to let the transition become a completed fact. The modern drift has become irresistible. Science is here to rule modern life. Let this be acknowledged. Prof. Mahaffy says, "In France, an essentially agricultural country, the latest returns shows us that to the colleges for scientific agriculture only 800 students can be induced to go, while the colleges for the professions number 24,000 students. Thus the most permanent and important source of wealth in that country falls into inferior hands, and the talents which would have been of inestimable use in farming, are being taken from it, and applied to law or journalism, where they are superfluous, if not mischievous."

What he sees of France he sees also in England. And this he would remedy by educating one boy in every family of the landed gentry to agriculture. This same evil is fully as apparent in the United States; but instead of educating one boy to agriculture, we would readjust the school curriculum, so that each boy might be prepared to go, and go honorably, into any line of industry preferred by him. To this end we would make the agricultural colleges integral elements of the State universities. I have not a doubt that this will come about; and the quicker the better. If there then follows a quarrel as to what titles to attach to different sections of the graduates, let us drop titles altogether; A. B. and A. M. as readily as B. S.

Once Upon a Time.

By Mabel Ellery Adams, Quincy, Mass.

My little friend, who is dearer to me than aught else in life, whose future I would not mar for anything this world could give, my little friend, who at seven, in this year of grace, 1897, has before him opportunities of adaptation to the civilization in which he was born, opportunities to gain power, and opportunities to attain to self-realization, which the prophets of the new education assure us will be the certain heritage of the infants of to-day; this little center of hope, who will be a man in the new century so soon to dawn, climbs into my lap when bedtime comes, when the fire is burning low, and the house is quiet, and begins eagerly, "Once upon a time, now, now, once upon a time—"

The childhood of the individual, like the childhood of the race, demands wonders. "Tell me a very wonderful story to-night;" says my happy audience of one; "about a very strong, strong, strong man, because I am growing so strong."

Now, what shall I tell my boy? Shall I nourish him "with the fairy tales of science, and the long results of time"? Shall I tell him how Franklin once went out to fly a kite, how Watts let the kettle boil over, how Dr. Bell tried to invent something which should help his deaf mother, or some other of the numberless facts and legends which have to do with the history of discoveries in the natural sciences? No, because I hope some day, before very long, under proper guidance, he will begin to make some of those discoveries for himself, and that those stories will be more appropriate and more interesting then.

Shall I tell him about Lincoln's toilsome childhood, Putnam's fight with a wolf, John Smith and Pocahontas, Washington and the hatchet, and all the rest? Yes, if the historical (?) incidents lend themselves to the fashioning of symmetrical and interesting stories, and furnish a good deal of food for the imagination, I will tell them to the little one; but, let it be truthfully admitted, with far more attention to their dramatic than their ethical value, and only an incidental acknowledgment that they are the legitimate predecessors of real history.

Shall I tell him about Alfred and the neglected cakes, Bruce and the undisturbed spider's web, Rich

ard II. and his child wife, Matilda's escape from Oxford castle, the children's crusade, and all the hundred and one incidents that European history affords? Yes, I will tell him those, for the same reason that I told him the stories of his own land, and when we meet a noble character or a noble act in our stories, I will call his attention to it; but never, oh, never preach about it. The tragedies of history I must either omit, or so arrange my narrative that the end comes before the historical climax, which might prove too great a drain upon my boy's too ready sympathy; but if my little listener, like some children I know, were selfish, caring nothing for others' pain, I would tell him sad stories, like "The Princes in the Tower," and "Little Prince Arthur," on purpose to rouse his sympathy.

What else shall I tell my story-hungry child? Shall I tell him "Cinderilla," "Beauty and the Beast," "Jack and the Beanstalk," "Hop-o-my-Thumb," "The Cold Heart," "Snow-White and Rose-Red," "The King of the Golden River," "Cecil and the Ogre," "The Fern Fairy," "Sindbad, the Sailor," and all the rest? Yes, I will tell them to him, every one. Why? Because they possess the one absolute essential of a good story; they are interesting; they were interesting to his ancestors, further back than history can be sure of; they were interesting to his father and mother, and they will be interesting to his children in the years to come. They are interesting, because they deal with the simple instincts of the race before civilization covered them with too thick a garment, and so they represent to the young hearer motives and emotions that are within his own experience. Love and hate, a belief in the marvelous, rewards for right conduct, punishment for evil-doing, beauty joined to goodness, and ugliness to evil, all these enter into the drama of the fairy story, and, to my mind, produce no harm for my boy.

"What do you say when he asks if the stories are true?" says someone.

I tell him the truth, of course; that this one is true, and that one only a story, while a third is believed to be true.

Shall I tell him myths? Yes, or let him read them for himself; but I am not of those who are myth-mad, and believe that no true education can be attained without a knowledge of myths; neither do I think that all of them furnish forth material more desirable than anything else for stories. The principal Greek and Roman myths may very well find a place in the first year of preparatory history in the lower primary grades, it seems to me, and those of other nations may or may not be known to childhood; no dire consequence will follow either alternative.

(I am quite aware that the commonly-told fairy tales are based on myths and folk-lore, but there be some who would rake up every obscure myth in every European tongue for the delectation of youth, and it is to such myths I refer.)

What next? Stories of personal bravery in war or danger are always acceptable to my boy. They may be true, or they may be "made up"; they may even contain a moral, if it is an obvious one, but they must be interesting, and they must abound in incident and detail. If I tell about a rescue by the monks and the dogs of St. Bernard, I must put in every item, the looking for tracks, the following a wrong scent, the scratching in the snow, and all the rest.

"Jean Valjean and Cosette," "The Cat's Raphael," "Elizabeth, of Siberia," "Philip Sydney's Giving up of the Cup of Cold Water," a softened version of the "Count of Monte Cristo,"—this little reverie will grow into a catalogue if I do not stop, and so I will stop, only explaining that the horror of fairy tales of some mothers, on the one hand, and the extravagances of the myth fiends on the other, both expressed to me on the same day, caused me thus to write down what I have found interesting to a boy in his home.

As the boy in question chooses "Midsummer Night's Dream," Plutarch's "Lives," "Marmion," and the like,

for his own reading, it seems almost safe to infer that the stories he has heard have not re-acted harmfully upon his literary taste.

Sauciness and Smartness.

In some localities, this is a prevalent evil, and hard to overcome. It is especially hard for a young woman to overcome in big boys of fourteen, fifteen, and sixteen years of age. The reason that many boys are saucy is, that they think it is "smart." If a teacher can convince them that it is not "smart," he can usually break up the habit. It must be borne in mind, than in the country it is believed the way that smartness shows itself is by repartee; and this is correct. The poor logic is, that this must be a saucy repartee.

A teacher on the first day found her desk surrounded by pupils in the morning, who had come up to get acquainted. Among them was a big boy, who wore a great, white felt hat. After greeting him, she said: "Why do you wear your hat, Robert?" Quick as a flash, he replied: "To keep my head warm." This was said with a look that gave the teacher to understand two things; first, that he thought he was smart in repartee, and second, that she must understand he was not afraid of her, if she was the teacher.

The teacher measured up the boy, and coolly looked at him, though the entire group tittered. She said: "That would be a good reason if you were out of doors." The pupils felt the repartee was not so smart as it first seemed to be. The teacher saw she must be ready for this young man, but she did not want to make an enemy of him. Calling the school to order, she proceeded to work, and soon found others ready to say smart things, and then look around for approval. There was evidently not a spirit of evil in them but one of fun.

She had asked a boy why he did not study arithmetic with the rest during the last term, and he had replied: "Didn't like it; too hard," and she determined to grapple with the evidently prevailing habit. She spoke of good manners, and told several anecdotes, which interested the pupils. She spoke of good manners she had seen herself, and that there must be an effort made to learn and practice good manners, as it increased happiness. Then she took up replies made to questions; spoke of smartness and sauciness; said people of little education confounded them; that smartness was to be commended; alluded to Robert's reply, and told why it was not a good one; and said we will have some exercises in a few days, when those who can speak smartly can have a chance, etc. Don't make a mistake, and suppose you are smart, when you are saucy, etc.

This seemed to set them to thinking, and things went along smoothly for the day. The next day, a boy was holding a book, and it slipped out of its cover. Robert whispered loud enough to be heard all over the room: "The skin has come off of your book, Jim." Seeing she had a witty fellow to deal with, she smiled with the rest, and remarked: "Robert can say smart things, I see; it is not best to say them at all times."

She now took an opportunity to talk privately with Robert, whom she found ready to give up sauciness, but who must utter smart speeches. As his smartness had been recognized by the smiling of the teacher with the rest, Robert agreed not to interrupt, and to watch his tongue. The teacher felt it was a great step that sauciness, under the guise of smartness, had been tabooed.

A Revolution in Rural Education.

A new scheme for the administration of education in Connecticut furnishes the text for an editorial in the "American Agriculturist" for May 21. The new idea, says the writer, is that a state board of education take charge of all the schools, to be composed of a state superintendent and eight county superintendents, together with eight persons. Members of the board are to hold office for eight years, and as the superintendents would have a controlling voice, this scheme would take the schools absolutely out of the hands of the people. This alone is sufficient to condemn it. The ablest educators realize fully the evils that might result, were the people de-

privided of direct power over public education. Superintendents and teachers too often regard the public school as a vast machine, at one end taking in children who naturally are different from each other, and at the other end discharging pupils as nearly alike as the machine can make them. The care is too often for the machine, rather than to develop the individuality inherent in brain and body during the nascent period. This sensitiveness for the machine, rather than for its product, increases the further the management is removed from the people.

Yet, because superintendents and teachers are thus hampered by their machinery, the great majority of them are faithfully trying to make the schools better. We could not underrate their efforts. We are free to say, also, that the best teachers are giving so much more attention to the children's educational welfare than do parents, that they are usually way ahead of the public idea of what is best in school methods and management. Superintendents and teachers of this class recognize, with us, the vital necessity of the closest possible union of the public with the schools. The inefficient teacher is the one who is satisfied with no progress; who works upon the prejudices of parents to oppose improvements.

The above proposition aims at magnifying the high school and technical institutes at the expense of the common schools. Now, the high school is a very good thing in its place, but it reaches only about ten per cent. of the children who attend school. The great wrong is, that the educational system is largely designed to fit ten per cent. of our youth for high school and college, whereas the main object should be to educate the ninety per cent. for real life.

The kindergarten, the primary school, and the grammar grades, constitute all the "schooling" that the great majority of our people receive. In the country, the kindergarten is as yet almost unknown, while of necessity the primary and grammar grades are too often jumbled together. Because these "common" schools are the training institutes for the masses, they should furnish the "natural education," that teaches how to use hand, eye, and brain in the work and pleasures of every-day life. The common school should also teach the rudiments of science, practice, and art involved in agriculture, manufacture, and commerce. These essentials must be brought down to the masses in a practical way, not confined to the few who reach the high school. Let the high school also be broadened, to give really advanced instruction and practice in the sciences and in industrial arts, as well as in the classics.

All this would not "lower the standard" of education; it would substitute the true standard for the present false one, and would vastly elevate the education of the million, while also improving the opportunities of the few who seek the highest development. We say development, for real education consists of so developing and training mind and body that the whole organism may be pleasurable and profitably employed in actual life. It is not education to cram the head with abstract facts and second-hand rules of doubtful utility.

The great common people—using the term in the sense that Lincoln expressed—are about to demand these natural methods in the common schools. Farmers rightly feel that their children are entitled to just as good schooling as anybody's else. By the instruction suggested, the rural school will be even better than the city school, because of its better environment for educational work. Let educators co-operate in a grand effort to thus improve methods of instruction in the common schools, and they will be surprised at the readiness with which even the most conservative rural community will adopt the township administration that is essential to the most economical management of practical methods in education. The wealthy sections of the state must also be willing to contribute fairly toward the support of good schools in the poorer regions. When these things are accomplished, sensible reforms in school superintendence will come about naturally, either through a union of several townships or by means of a county superintendent, with enough assistants to do the work properly.

Need of a Curfew.

A teacher of long experience, who recently had a little conversation with Prof. A. J. Willoughby, of Dayton, Ohio, felt that he failed to accomplish for certain pupils as much as he thought ought to be done for them. As a result, he made an investigation, for the sake of learning what influences negatived the efforts of teachers for the satisfactory advancement of all their pupils. The investigation was first made, says Prof. Willoughby, in a third-grade class of fifty-five pupils, ranging in age from eight to eleven years. It was found that thirteen boys were permitted to be on the streets at night as late as 9:30 to 10:30 o'clock. Of the thirteen pupils, not one ranked as high as thirtieth in the class. Feeling that possibly this was a case of accident, another third grade of fifty-five pupils was examined. In this class, eight boys were permitted to play off the streets as late as half past ten o'clock. Not one of the eight ranked as high as fortieth in the class. Investig-

tions of a fourth-grade class of thirty-four pupils showed that fifteen pupils were permitted to go on the streets as late as half past ten o'clock. Of the fifteen, only four had been perfect in attendance during the last quarter, and of the other nineteen eleven had been perfect in attendance. Of the nineteen not permitted to go on the street at night only seven had ever attended the cheap theater, and of the fifteen who were permitted out, every one had frequently attended the cheap theater. All detentions to make up lessons, and ninety-five per cent. of all the punishments belonged to the fifteen.

In a fifth-grade class of thirty-five six were permitted out at night, and every one of them had spent two or three years in the fourth or fifth grade, and one pupil fifteen years old had spent nine years in getting four and a half years' schooling. In another class of forty-three fifth-grade pupils, twelve were permitted to go out at night, and some of them came in "when they were ready." Ten of the twelve, or eighty-three and one-third per cent., had been in the fourth or fifth grade two years. Thirty-one of this class were not permitted to go out at night, and only two, or less than six and one-half per cent., had been in any grade two years. This class had twenty girls and twenty-three boys. Seventeen of the girls, or eighty-five per cent., read good books at home, and only eight, or less than thirty-five per cent., of the boys read at home.

There is nothing, adds Prof. Willoughby, that will so plainly show the evil influences of the night street habit as a comparison between boys and girls. The baby boy is as good as the baby girl. If you visit the workhouses, the jails, or the penitentiaries, you will find men. If you go to an execution, you will find the one who is to pay the penalty of crime is almost sure to be a man.

Environment has much to do with life. The well-lighted and paved streets of the city are more inviting to boys than the dark, muddy roads of the country. If temptations to go from home are greater in the city than in the country, fathers and mothers should be more careful in the cities. Statistics of 1892 show that thirteen thousand police officers arrested in eleven cities four hundred and fifty thousand men, women, and children, at an expense of twenty million dollars. In the country, with the same population, only one-ninetieth as many arrests were made. In 1890, there were thirteen thousand boys and girls in the reform schools of the country. Ninety-eight per cent. of these, or forty-nine out of every fifty, were from the cities, with only one-third of the population of the country.

Cuba, the Pearl of the Ocean.

Tune, "Red, White, and Blue."

By Dr. Wm. H. Putnam.

Sang at a large gathering at Westerleigh, Staten Island, on Memorial Day. An audience of 3000 greatly appreciated the song. May be used as a school chorus.

Dr. Putnam is vice-president and treasurer of the Potter & Putnam Company, 63 Fifth avenue, New York city.

For Cuba, the pearl of the ocean,
A land of the noble and brave,
We give what we have with a blessing,
This gem, with its beauty, to save;
We call from the North the great Dewey,
To strike for its freedom a blow.
He sees with the eye of an eagle
The far-distant flag of the foe.

Chorus:—
All cheer for the brave boys in blue!
All cheer for the brave boys in blue!
The navy and Dewey forever;
All cheer for the brave boys in blue!

The sun in its splendor has driven
The mists from the bay of Manila;
The men are all eager for action;
They challenge the Spanish Flotilla,
But back comes the word of defiance,
In signs of deep anger and hate;
The guns are made ready for freedom,
The signal of peace comes too late.

Chorus:—
All cheer for the brave boys in blue!
All cheer for the brave boys in blue!
The navy and Dewey forever;
All cheer for the brave boys in blue!

"Fire! when you are ready," said he,
And the world applauds Dewey to-day;
In a far-away tropical clime
Our flag has been hoisted to stay.
The pride of the young and the old,
On the Olympia he stood, brave and true;
The navy and Dewey forever;
All cheer for the brave boys in blue!

Chorus:—
All cheer for the brave boys in blue!
All cheer for the brave boys in blue!
The navy and Dewey forever;
All cheer for the brave boys in blue!

How to Make Sand Maps.

In the April number of "Babyhood" Elizabeth F. Guptill, of North Berwick, Me., gives some very practical hints on the making of sand maps. The following extracts are particularly good.

Provide yourself with a sand tray; three feet square is a good size, with sides about three inches deep, to keep the sand from being spilled by little fingers. An old table, with the addition of sides, which can easily be put on, is an improvement on the tray, if obtainable. The bottom of the tray represents the ocean, and it is nice to line it within, as the shiny surface is more like the glassy waves than the wood. It is not necessary, however, if economy must be considered, as the childish imagination is a wonderfully elastic thing, and can be so stretched as to see a close resemblance where we matter-of-fact older people can see none at all.

With the sand, let the child work out his lessons, making continents, islands, peninsulas, capes, and all the puzzling things a first acquaintance with geography presents to the often bewildered little one. After making them himself, he will easily define them, for now that he has the peninsula, cape, or whatever it is before his eyes, the definition means something to him; whereas before it was only a confused jumble of words. For instance, a book tells us that a promontory is a high cape. One would think that easy enough to understand, yet, as I remember with my childish idea of it, I do not think so. Imagine a triangle, the base resting on the shore, and the apex pointing out to the sea, to be sure, but in the air, way above it, and you have my idea of a promontory at seven years old. I used to think that that must be the "jumping-off place" I had heard grown-ups speak about. With the sand tray they could not possibly make such a mistake.

Then all the intricacies of a lesson on mountains, hills, plateaux, valleys, and the puzzling difference between a mountain chain and a mountain system, all this is so easily seen on the sand tray. The water definitions are easily explained, too, by letting the bottom of the tray represent the water. Broken bits of looking-glass make beautiful lakes, when the sand is drawn over the edges to shape them. For the rivers, you may trace in the sand with your fingers, or, if you have them, use strips of glass, with the sand drawn over them, to give the proper curves. The glazier will let you have a plentiful supply of waste pieces for little or nothing, and your rivers will look more natural. For the child who has advanced to map questions, and perhaps "hates them awfully," make sand maps. It is surprising how quickly he will change his mind after learning one lesson with the help of the sand map. Purchase two geographies; one for use in making and studying the sand maps. The use of the other I will explain presently. Besides these, you only need toothpicks, button-moulds, paste, and writing paper. Gum tragacanth is by far the best paste for children to handle. It can be made thick enough not to spill, and is not sticky, like mucilage. Now we are ready to begin our map.

Suppose the map being studied is that of the New England states. Let the child spread the sand an inch or so thick and form the outline first. Of course, you will have to help him a little at first, but as he advances, he will learn to make his maps entirely alone. In making the outline, let the bottom of the tray be the boundary where there is a coast line; form rivers whenever they are part of the boundary, and where the states are bounded by other states or countries make your boundaries of toothpicks, breaking them when necessary to follow the exact lines. Let a little sand extend beyond the bounding lines, to indicate adjacent states. Now, if your group of states is properly outlined, mark the boundaries of the separate states which make up the group. Next, make the adjacent islands, such as Long Island, Nantucket, Martha's Vineyard, and, in fact, any that are given on the map, but none that are not, as only the larger ones are given in the primary geographies. Now put in your rivers, mountains, and lakes, naming them all as you proceed, and talking over their peculiarities with the child. A little salt on top of the White mountains, to represent snow, will make them very realistic to the child.

Last of all, put your cities in place. To mark these, cut writing paper in strips about three inches long and one wide. Paste one short end around the end of a toothpick, making a little flag. On these flags write the names of the cities, and push the lower end of the flag-staff down through a button-

mould into the sand, in the place where your city belongs. The button-mould will hold the flag upright. It is well to distinguish the capital and largest city from the others by some mark; say, a star for the capital, and a cross for the largest city.

Now your map is complete. Talk it over with your child. Have him locate each city, and tell for what it is noted. Have him notice why certain cities are located where they are, as, for instance, why Lowell and Lawrence were built on the Merrimac river, or Boston on Boston harbor. Have him locate and name all the islands, gulfs, bays, straits, mountains, etc., and describe all the rivers, telling where they rise, in what direction, and through what states they flow, and where they empty. Tell the child any stories or bits of history concerning the places he learns about that may aid in fixing them in his mind, and making them something real to him.

Seeds and Seedlings.

By E. Carrie Sabold, Pennsylvania.

Why not at this time study germination? Children will gladly bring nuts, grains, and the seeds of grasses, flowers, and vegetables into the class-room.

Study the seeds before planting them. They are all firm and hard. Why? The seed is thus better fitted to resist the attacks of animals, or any injurious element.

Note the size, shape, color, and outer covering of the seeds. The covering of each is adapted to its needs. Some need but a thin skin to protect them while they lie buried in the earth, or while they remain encased in the fruit walls. Seeds with smooth, hard coverings usually lie partly buried in the soil, while nuts need their hard, thick coats, because they rest on the surface of the ground during the winter. Call attention to the uses of the seed coverings. They not only afford protection, but keep all parts of the seeds together.

Train to careful observation, and children will discover the seed scar. This scar shows where the seed was attached to the seed vessel, and therefore where the food from the parent plant entered. Below the seed scar is a tiny orifice. This indicates the position of the embryo, and where the plantlet will break out of the seed coats.

GERMINATION IN THE SCHOOL-ROOM.

Provide a quantity of peas, beans, grains of corn and wheat, seeds of the squash and morning-glory, etc. Soak them in water, and note the general effects. Children will observe that the size and weight of the seeds increase, their color changes, and their taste sweetens. Their covering, wrinkled on the dry seed, is now smooth, and we are ready to call attention to the enormous amount of water absorbed by the seeds before germination. The force of absorption can be demonstrated by a simple experiment. Fill a thin glass bottle with dry peas, cover with stout muslin, and place under a faucet. The swelling peas exert sufficient force to break the bottle.

ESSENTIAL PARTS OF THE SEED.

From the soaked seed, study its essential parts. Direct children to remove the covering, and note that the seed coats are usually two in number. Note, also, the tiny plant within.

"As wonderful things are hidden away
In the heart of a little brown seed,
As ever were found in the fairy net,
Of which children sometimes read."

Train to careful observation, and children will distinguish between the root end of the stem and the tiny bud, or plumule.

Call attention to the seed leaves, or cotyledons, two in the bean and pea, and but one in the corn. They are thick in some seeds. Why? Because they contain a food supply for the embryo. In others they are not so thick, because the food supply is packed around the embryo, instead of in the seed leaves. This food supply, in many seeds, is principally starch. Oil droplets take the place of starch in nuts, castor-oil, etc. Would you prove the presence of starch? Apply iodine, and the starch will take a dark blue color.

DIRECTIONS FOR PLANTING.

The seeds suggested will readily germinate in a sponge, on cotton-wool in a glass of water, in sawdust, or in sand. Why not plant them in soil—real garden soil? It is natural growth we would have children watch and study. Give each pupil

some seeds to plant. He will love his own plant as he never will love another's.

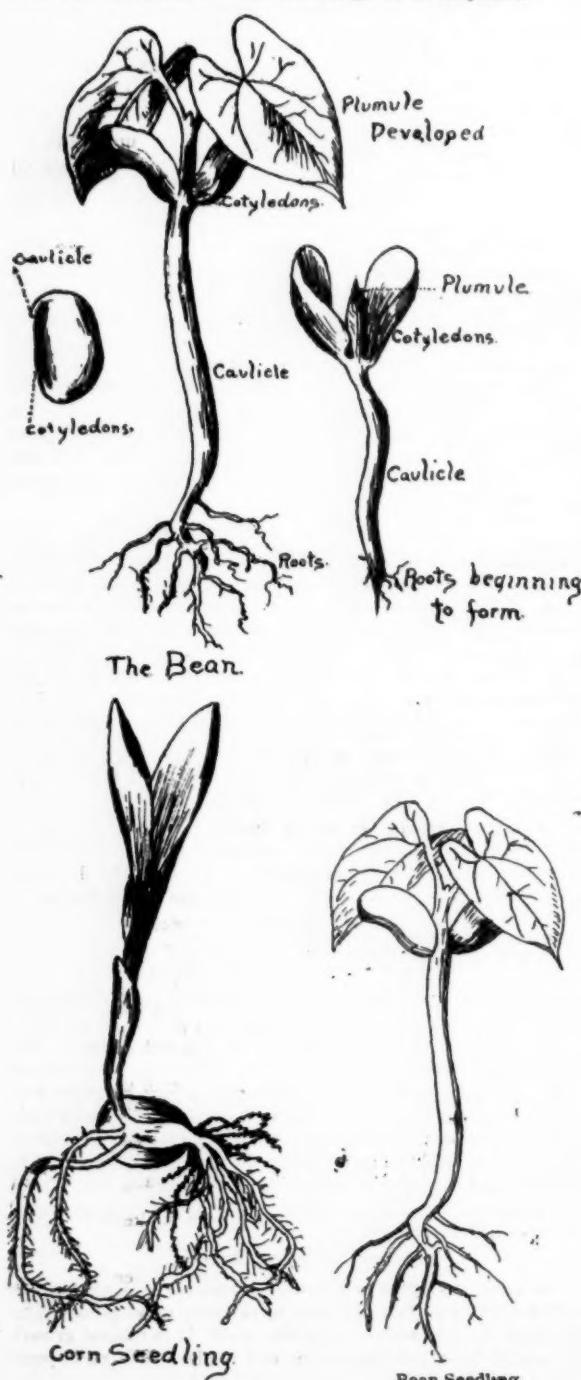
Through simple experiments, children can discover the essential conditions for germination. Plant some soaked seeds; keep the soil dry. Plant other soaked seeds; keep the soil moist. Watch the result. It will prove the necessity for moisture.

Plant some seeds, and place them outside in the cold, noting the temperature. Compare these with the germinating seeds in the heated room, and the effect of heat becomes apparent. The amount of heat required, as well as that of moisture, varies with the seed.

Oxygen is an essential for germination, while light is usually non-essential. Place some planted seeds in a dark place, and they will usually germinate, if sufficient heat, moisture, and oxygen are available.

DEVELOPMENT OF THE EMBRYO.

Children must examine frequently the germinating seeds. It is well to sketch them in each stage of development.



ROOTS.

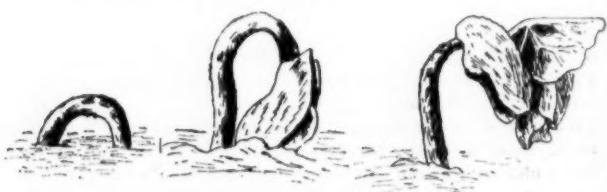
Lead children to observe that the root end of the caudicle or stem appears first, and, breaking through the orifice, helps to push apart the seed coats. Prove that the root always turns toward the ground. How? Pin a seed to a cork, being careful that the orifice points upward. Children will eagerly watch the root appear, and lo! it curves to reach the ground. Pushing downward the primary roots give rise to secondary roots, and the plant is anchored in the soil.

Germinate some seeds on cotton-wool in a glass of water, and children will note that roots develop fine hairs. Do children question their use? Explain that these root hairs not only absorb liquid food, but they also contain an acid capable of dissolving solid particles. Prove the latter fact by growing some seedlings in soil above polished marble. After several weeks, remove the soil, and grooves in the marble mark the pathway of the roots. Note that roots develop root-caps, to prevent the delicate root tips from wearing away.

Compare the roots of the various plantlets. Observe the clustered rootlets of the corn, and the well-defined primary and secondary roots of the bean.

STEMS.

Study the stems of the different plantlets. Nor would we forget the odd-looking stem of the bean, which backs out of the soil and forms a thick, green hoop.



Odd-Looking Stems of the Bean.

Later, this stem straightens, and brings into light and air the plumule and the cotyledons. Why is this? Nature will reveal the secret to the careful observer. Examine closely the stem; examine closely the plumule, and let your children discover that the firm, tough stem is better fitted to push through the soil than the delicate leaf tips of the plumule. What is the use of the stem to the plant? It conducts the sap. It also bears both leaves and blossoms.

Children can discover that stems grow throughout their entire length, while roots grow only at the ends. How? With waterproof ink and a camel's-hair brush, mark the roots and stems with equidistant parallel lines. As the plant grows, the distance between the lines in the stem increases, while that of the roots remains the same.

COTYLEDONS.

Compare different seedlings, and lead children to observe that when growth takes place between the apex of the root and the base of the plumule, the cotyledons are carried above the soil. When no growth takes place here, the cotyledons will remain in the ground. How unleaflike are the cotyledons of the bean! Those of the squash are quite thick, but yet leaflike, while those of the morning-glory closely resemble foliage leaves. The cotyledons gradually decrease in size as the young plant draws its nourishment from them. By and by, having served their purpose, they shrivel and fall off.

PLUMULE.

By the development of the plumule, the stem is elongated and leaves appear. Call attention to the uses of the leaves. They serve as lungs, since they draw in air. They are the digestive organs, since they elaborate sap. Note their green color, and prove that it only develops in sunlight. Prove also that the green coloring matter, or chlorophyll, is necessary for the elaboration of sap. How? Supply a plant with warmth and moisture, but keep in a dark place. It will lose its green color and die, for lack of nourishment.

SOIL.

Plants must be anchored in the ground, and we have noted that their roots serve this purpose. Since plants obtain a food supply from the soil, they must be placed in soil adapted to their needs.

LIFE CYCLE OF THE SEED.

Neglect not to study the seed in its relation to the parent plant. Study its development from infancy to maturity. During spring, summer, and autumn, search for the baby seeds in their flower homes. In the ovary of the pistil, children can find the tiny bodies, or ovules destined to be the future plants. Explain that these ovules are not true seeds until they have been fertilized by the pollen tube, and not till then can they develop an embryo. Note the seed's dependence on the parent plant for both protection and sustenance.

Note, too, that when seeds are ripe, the parent plants make every effort to cast their children away from the home farm. Why? While the home can supply the needs of the parent plant, it can offer but scanty sustenance to the numerous offspring. Thus, the young plants, to be vigorous growers, must seek new fields. Time and space forbid our discussing this most interesting part of our theme. It is sufficient to note that nature has provided sails, wings, hooks, etc., to aid in the dissemination of the seeds, and that animals, winds, and water are the principal agents in this work.

Nor would we forget in winter to call attention to the sleeping seeds. Protected by their coverings, they rest in the ground, or on its surface.

"Think what a number of queer little seeds
Of flowers and mosses, of ferns and of weeds,
Are under the leaves and under the snow,
Waiting to grow."

When at last the seed brings forth a living, independent organism, its life work is accomplished.

The study of the seeds in the home surroundings must interpret the seed life of other climes. From the sleeping seeds of winter, lead, in imagination, to those of other countries. In hot countries, where long droughts follow short, rainy seasons, the seeds rest beneath the sunburnt crust, even as do ours in winter. Having learned that seeds need moisture and heat for germination, and for the development of the seedlings, children can understand the scarcity of vegetation in frigid climes. From this same fact they can also understand that in regions where perpetual summer reigns and rainfall is sufficient, seeds may germinate at any time, and vegetation is luxuriant.

If our students would understand the plant life of the globe, they must live with nature at home.

"To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language."

LITERATURE APPROPRIATE TO THE SUBJECT.

Lovejoy's "Nature in Verse" contains the following selections: "The Seed," "Wing Seeds," "Work," "The Crocus Soliloquy," "The Chestnut Burr," "Plant Song," "The Snow Drop," "Little by Little, and "Waiting to Grow." "Talking in Their Sleep," by Edith M. Thomas, is a choice selection to be found in Todd's Normal Fourth Reader. "The Mystery of the Seed," by Lucy Larcom, "The Song of the Sower," by Bryant, and "The Corn Song," by Whittier, are also suggested.

Happenings in a School-Room.

By Eleanor Jerrold, Chicago.

It was during a whispering recess in a fifth-grade room. Several of the boys were busy looking over a picture-book and making comments which reflected great credit upon the artist's beauty. They stopped at a picture, and one remarked: "That looks like Yenadizze."

"Yenadizze! Who is he? He's Polish, isn't he?"

"Didn't you fellows ever hear about him? Our teacher downstairs reads it to us."

"Well, who was he? Was he a cowboy?" said one, looking attentively at the picture which had excited the remark.

"Cowboy! I guess not! He was an Indian and a dude, I tell you! He had a fan made of turkey feathers in one hand and a pipe in the other; and he wore his hair parted in the middle and trimmed up with grass, and he had quills sticking all over him. I tell you he was swell!"

"Was he a woman?" said a boy, whose thoughts were always behind the procession. The group looked amazed, but one said, "If he was a woman, would he have a pipe?"

"Well, if he wasn't a woman, why did he have a fan?" This seemed a staggerer, and there is no knowing what arguments might have followed if a little fellow, who has an enormous appetite for stories, had not impatiently begged the story-teller to go on.

"He had foxes' tails all around his heels, and—"

"Around his heels! Were they tied on?"

"I dunno; the teacher didn't tell us; but—"

"Well, didn't he fall over them?"

"O shut up, and let him go ahead!" said the boy who loves stories.

"Well, he was a bad one; he showed the fellows how to throw dice, and to gamble, and—"

"Maybe he had them sewed on the back of his stockins," musingly said the interrupter. The little audience looked puzzled at this mysterious remark, and someone said: "You're daffy! How could he have dice sewed on the back of his stockins?"

"Who was talking about dice?"

"You were."

"I wasn't. I was talking about foxes' tails."

"Go on! Go on! The time is nearly up. What did he do?" imploringly cried the boy who loves stories.

"Well, he showed them how to throw dice up in the air out of a bowl, only it wasn't like our dice; they had colored figures on; and Iago, who always told bigger stories than any one else, and said he caught the biggest fish, and jumped the farthest, and could shoot the best, said he could beat him."

"Who could beat who?"

"Yenadizze! Could beat Yenadizze!" impatiently explained the boy who loves stories.

"Well, he played with all the Indians, and—"

"Maybe they weren't so long in them times." Again the audience looked dazed, and "What wasn't so long, the Indians?" said someone.

"No; the foxes' tails," very earnestly replied the boy whose mind was evidently working on the problem of how Yenadizze kept his footing.

"If you don't quit about them foxes' tails, I'll tell teacher." The teacher, with her handkerchief in her hand, and her hand covering her mouth, was apparently busily writing; so the story went on.

"Well, where was I?"

"They were throwing dice," prompted someone.

"O, yes; they were throwing dice, and Yenadizze won all their pipes and belts and arrows and furs, and Iago was crazy."

"Was the dice loaded?"

"I dunno; teacher didn't tell us about that; but after he had all their things, and when he saw how mad they were, he said he said he would give them all one more chance. He wanted a boy to hold his pipe ("Gee! It must have been a heavy pipe!") and he would bet all his things for Iago's cousin. He won, and—"

"Maybe they—" but before he had a chance to tell what new light had been cast on the foxes' tails, he was violently seized and his mouth covered. Being slow, but exceedingly good-natured, he submitted to being gagged, and the story went on.

"When he was going home with the boy, carrying all his things, he passed Hiawatha's house, and killed all his chickens, and then he went into the house and turned everything upside down, so people wouldn't think his wife was neat. When Hiawatha came home and found his chickens killed he was wild and chased Yenadizze all over."

"He must have been a grouch to get so mad about a few chickens; but maybe they were a fancy breed," said an attentive listener.

"Yenadizze was changed into a beaver, but he wanted to be the biggest beaver, so Hiawatha found and killed him: mashed him all up like corn meal. Then he was changed into a snake."

"But how could he be changed into a snake if he was killed?" objected someone.

"I dunno; the teacher didn't tell us; but—"

The teacher, who had allowed the recess to extend beyond all limits in listening to this revised edition of Longfellow, tapped her bell, and in a few minutes the recontetur and his audience were wrestling with division of decimals. Immediately after school the teacher led her to the library and read Longfellow's account of Yenadizze and his career, and owing to the light thrown upon it by the small boy, found it more amusing than a chapter from Mark Twain.

Hints and Helps.

Teachers who have any original devices or methods that have proved particularly successful are requested to send a brief descriptive note to the editor of *The Journal*. These notes must be limited to from 50 to 200 words. If the device is not original, the source should always be stated.

Any two of the following books will be sent in return for each note printed: G. Stanley Hall's Story of a Sand-Pile, G. Stanley Hall's Contents of Children's Minds, G. Stanley Hall's Study of Dolls, Rooper's Apperception, Browning's Aspects of Education, Lang's Great Teachers of Four Centuries, Lang's Outlines of Herbart's Pedagogics.

Author Study.

Some one cries, "We have too many studies now!" Five minutes each day will in a year give a child at least the elements of a knowledge of our best authors. This plan I have followed with success in both ungraded and graded work: Monday show picture of new author; place in conspicuous position; give one or two interesting facts about him. Stimulate children to be on lookout for more, and later in week call for them. Tuesday review name, picture, chief facts, and give names of principal works. Wednesday read (or if some pupil is a fine reader, have read), some good selection, chosen with reference to the children's enjoyment. Thursday memorize quotation. Friday copy review of week's work in note books.

The quotations are often reviewed in concert as part of opening exercises, affording good drill in concert recitation and memory drill. Name of author given after quotation.

The pictures I cut from book catalogues or magazines, and mount on cardboard;—tablet covers are good—two or three inches larger on every side than the cut. Before the paste is dry draw with a soft pencil a deep, heavy line around the edge of cut; this makes it appear a part of card, and gives a finished look. The blank margin may be finished with pen and ink or gold paint in bold lines, or left bare—children enjoy the ornamentation. Pictures are kept on wall for a time, then laid away for rapid reviews.

In this way my grade (fifth) has learned in twenty weeks to recognize, at sight, portraits of fifteen of our best American and English authors, to repeat one or two quotations from each, and to have a beginning of intimacy with good literature. They seize upon "our authors" pieces in their readers and papers as one who meets a friend, and bring newspaper cuts to school to compare with those on the wall. Is this not worth while?

"The riches of a commonwealth
Are free strong minds and hearts of health,
And more to her than gold or grain.
The cunning hand and cultured brain."
—Whittier.

"Be noble, and the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own."
—Lowell.

"This above all—to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."
—Shakespeare.

J. L. Maltby.

Attendance and Deportment.

Having an ungraded school, and that in the country, I have arrived at wit's end sometimes to discover some incentive to promptness, as well as regularity, in attendance. At last I have found one that answers the purpose, and I will give it for the benefit of those who have a similar difficulty:

I had some white three-ply pasteboard cut up into cards $7\frac{1}{2}$ inches long by $3\frac{1}{2}$ inches wide. Then I ruled these off in squares about $\frac{1}{2}$ inch square, two for every week, or eight for the month. I ruled it for three months. Then I purchased, at ten cents a box, a box of blue stars, another of silver, and a third of gold. Then for every week a pupil is perfect in attendance I paste a blue star on his card—blue indicating true blue, or always to be depended upon. For every week they are perfect in deportment, etc., I give them a silver star—silver indicating perfectness in conduct. For every month that they are perfect, both in attendance and in deportment;

i. e., if they have four blue and four silver stars, I give them a gold star. It takes some time to put on the stars (which are already gummed), but the good results have more than repaid me.

Leon Grady.

Cuba, N. Y.

Color Device.

In a third-year room are four large windows on the south. Every sunshiny morning two prisms are propped on the window-sills and the spectra glow on the opposite wall. So great a return of happiness for such a small outlay I have never before found. Little faces are lifted to the colors with positive thankfulness throughout the morning. Every night the prisms are locked in the case, and if from any cause I neglect to take them out in the morning, I always hear, "Please may I take the prisms?" Every bright day during the year some child remembers them, and reminds me of their absence.

While it is a novelty, draw a line of chalk around the spectrum, and notice in half an hour, or longer, how far it has moved, thereby proving the rate of revolution of the earth on its axis. Move prism rapidly, to prove that light travels, only in straight lines and with great rapidity. In time, pupils unconsciously learn the invariable position of colors, and the blending of red and yellow with orange, and of yellow and blue into green. Have pupils sing the scale from the seven colors. Use the seven names in constructing first sentences containing series. Develop necessity for the use of the adjectives, gorgeous, radiant, glowing, beautiful, and vivid in describing the quality of the colors.

Ask why plants grown in the cellar are pale and white; where the many-colored flowers obtain their dyes; if we can have a spectrum in a dark room or on a cloudy day; if anywhere else in nature may be found similar combinations (rainbow, soap-bubble). Finally, give quotation: "Color is the darling child of light."

Teach, in connection with the above, "The Rainbow Fairies," from "A Child's Garden of Song," by Wm. L. Tomlins.

Lida Lennon.

Gilroy, Cal.

Measuring Tests.

Frequently vary the routine work of the school-room. An exercise like the following is interesting:

Let pupils take paper and pencils. Select an object. Ask pupils to look at it a moment, then to write on the papers the name of the object, and also how long they think it is. Then ask for results. Notice these carefully. Now ask a pupil to measure the object. Compare the true measurement with those suggested. Continue the exercise with other objects as long as you think advisable.

—S. M. Mikkelsen.

Santiago de Cuba Again Bombed.

Rear-Admiral Sampson reports that his fleet bombarded the forts at Santiago de Cuba on June 6, beginning at 7:10 A. M. He silenced the works quickly, without injury to the vessels of any kind, although they moved up to within 2,000 yards of the forts. In spite of the rain and fog, the aim of the American gunners was excellent, great holes being ripped in the shore fortifications. The Catalonia fort was, at one time, on fire. The Spanish cruiser, the Reina Mercedes, suffered severely. Aquadores, a few miles east of Santiago harbor, was also attacked, and it said United States troops landed, and effected a junction with the insurgents.

U. S. Marines Hold their Ground.

The 900 United States marines that landed at Caimanera, on Guantanamo harbor, about forty miles east of Santiago, have had severe fighting with overwhelming bodies of Spaniards, but they have held the position they took. The Spanish made an attack in the night, during which four marines were killed. In another fight later, two more marines were killed. The Spanish loss is known to have been much larger. The Spanish kept up their reputation for savagery by horribly mutilating the American dead. When the fifteen thousand men now on the way to Cuba reach Santiago, it is expected that a hard blow will be struck at Spanish power in the Island.

The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 18, 1898.

Never before in the history of education has there been so much attention given to the care of the physical welfare of children as at the present time. In spite of the antiquity of "sana mens in corpore sano," the world is only beginning to recognize its soundness in a practical way. It does not take a centenarian to see the progress the schools have made in this direction. There was a time not very long ago, when in the popular mind "larnin'" went with hollow chests and sepulchral coughs. The boy who was not strong enough for farm work had the best chance of a college education. But it will not do to pat ourselves on the back in a self-satisfied way. There is room for very much more improvement, especially in the elementary schools, a great deal more!

In this connection the editor takes pleasure in referring to a letter from the Hon. Charles Bulkley Hubbell, president of the New York board of education, a man of splendid physique and of great intellectual vigor. He writes:

I desire to thank you for the two articles that appeared in the issue of *The School Journal* of the date of June 11, entitled "Teaching and Health," and "Periodic Headache in Childhood." The physical side of our school work is so prone to be overlooked. I write feelingly concerning the second article as I was a victim of the periodicity referred to for many years, having inherited the tendency as indicated by your article as is so often the case. The greatest improvement that I look for in public school work in the next ten years will be on the physical side, a fuller sense of obligation on the part of the state as to the health of the child whose custody it assumes. Very truly yours,

Charles Bulkley Hubbell.

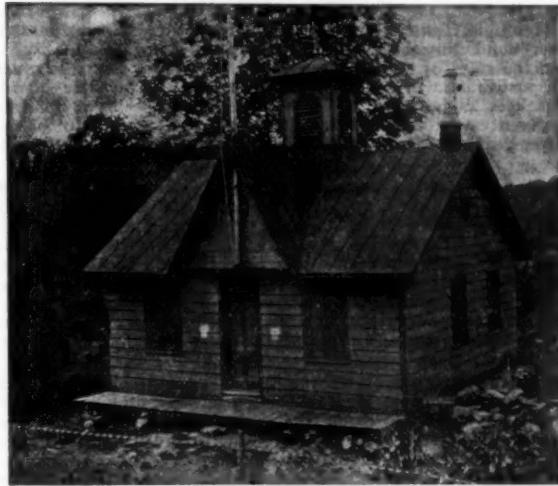
That so eminent a thinker as Prof. Hugo Münsterberg, of Harvard, should decide that psychology was of no use to the educator in aiding him to educate may seem to many discouraging. But what are his reasons? In 1895, he read a paper before the Massachusetts Schoolmasters' Club, in which he says that the ordinary teacher will have too little knowledge of psychology to aid him, but mainly that it is not a knowledge of psychology that is needed as much as a knowledge of personalities. But will not a knowledge of mental science deepen his interest in personalities? It must. A general knowledge of mental operations will assuredly give firmness of tread to him whose business it is to set mental operations going and keep them going. Let no one lay aside his psychology, because Prof. Münsterberg thinks it will not aid him in busy class work; it will make him a broader thinker, anyway.

The selection of Booker T. Washington to deliver an address before the Regents' Convocation is very significant. He is a teacher, and the prime reason of his being chosen is his devotion to his calling. True we may add that he is a colored man, and is laboring indefatigably for the upbuilding of the colored race—but the bottom facts are as stated. He is a self-forgetting teacher. He gathers a good deal of money at the North each year (annually probably about \$50,000) and spends it so sensibly that we cannot help but admire him. Not many white men could have had the nerve to exhibit so much solid horse sense. We know a good many white men who could not do what he does with \$50,000 in educating and subsisting 1,000 young people.

The teacher's purpose in teaching the child may not be apparently present in the school-room, but, for all that, it will be there and be felt. A skeptic met a young minister who had lately come to the town and was struck by his general appearance, and determined he would go to hear him preach. He said he was asking himself all the time the question, "Why does he preach?" He made up his mind that he was sincere and came steadily to hear him. Children ask similar questions of themselves. School officers and business men ask them also. "Why do I teach?" the thoughtful teacher will ask himself. If he does it with money as the first and only motive, he cuts himself loose from that large and noble class who have made as their motive to make things better than they otherwise would be.

Manual training is a part of the course of study, where the mental development and manual skill of youth is obtained by means of tools, on such materials as wood, metal, clay, paper, leather, cloth, cardboard, etc. There is a difference in the results obtained by employing each of these. Drawing demands some manual skill, but it is used more as a language. This may be said also of clay modeling, but drawing is the nearest possible to writing. Manual training has the idea of manufacturing at its base; raw materials are to be changed into other forms; it is distinguished from it, however, by being employed with an educational end in view.

The preservation of the old Sleepy Hollow school house which Irving visited and made famous, must be accomplished at once, for it will soon be too late. *The School Journal* has already recounted the efforts that have been made by the school board to sell the old building at auction, with the prospect of its ultimate use as a liquor saloon. The story of the destruction of the old desk at which Irving so often sat, has also been told. Sentimental arguments have proved unavailing with the school board. The only plan for saving the school that has any prospect of success is



Old Sleepy Hollow School House. Photograph taken in 1895.

the one proposed in these columns, i.e., for the friends of Irving to buy it. This will cost but one hundred dollars—a small amount dedicated to a most worthy end. Who will help? The contributions may be sent to the editor of *The School Journal*. They will be acknowledged in these columns. There is no time for delay. We must not see the old landmark dedicated to any ignoble cause. Send in your subscriptions, no matter how small they may be. The teachers should respond at once, so that all subscriptions may be in the hands of the editor by July 15.

New Playgrounds in Philadelphia.

Philadelphia, Pa.—Four new school-yard playgrounds are to be opened, making twenty-four places where children can enjoy themselves, and keep cool on hot days. These grounds belong to the Belmont, Todd, Powers, and Oakdale schools.

The Philadelphia yards have been a great success since they were opened in 1895. Paul Kavanagh, of the board of education, has had charge of the work, and has found out what the children enjoy most, taking great pains to provide for their needs. The first requisite in the playgrounds is a sand-heap, with buckets and shovels. Next, the pictures from papers delight the children. These are followed by bean bags and drawing boards. The latter are especially wanted in the Italian quarter. Other appliances are horse-lines, dolls, jackstones, and rubber balls. Marbles have been used, but will not be hereafter. The losses last year amounted to 4,726 marbles, 463 buckets, 813 shovels, 2,159 jacks, 439 jack-balls, 305 horse-lines, 348 rubber balls, 200 dolls, and 1,000 bean bags. Kindergarten teachers are appointed to look after the children, and a school janitor is sworn in as a special officer for each yard. The yards are to be opened July 5.

Principal Green and the Cuban Flag.

Two weeks ago the papers were attacking Prin. Green, of the New Jersey state normal school, at Trenton, for ordering down the Cuban flag from the school building, and attributing to him unpatriotic remarks about the war and the motives of the United States. The matter was brought to the state board of education, so Prin. Green addressed to Pres. Hays a letter, giving the circumstances in detail, and denying the charge of disloyalty.

It seems that the trouble began about a month ago, when some boys stole to the flagloft by means of pass-keys, ran up the Cuban flag on the school flagstaff, and knotted the rope so that the flag could not be hauled down. The janitor stripped the flag down, because the American flag belonged there. The boys complained, and then asked permission to float the Cuban flag. Principal Green refused, on the ground that the building was a public one, and no public buildings floated anything but the American flag. He gave them permission to erect poles of their own for the flag. Twice after this, the boys put up the flag, knotting the rope, and nailing the door and hatchways. The knotted rope prevented the American flag from being raised until someone could climb the pole and remove the obstructions. Then the papers published articles, complaining that the American flag was not floating from the staff.

A Conflict of Authority.

Memphis, Tenn.—The teachers of Shelby county are puzzled over conflicting orders of County Supt. Mrs. Lyde Thomas and the rules of the state board of education. Every summer six institutes are held, under the control of the state board. Teachers completing their two-years' course have marked preferences as teachers in the state, and the diplomas of these Peabody institutes, as they are called, are eagerly sought for.

Mrs. Thomas has arranged a Shelby county institute, to be held in Memphis. No county teacher can attend the Peabody institutes without being excused by Mrs. Thomas, and no teachers will receive a county certificate unless they attend the county institute; not even if they hold state certificates or Peabody diplomas. Those who have been one year at the Peabody institute must wait till 1899 before completing their work, and must attend the local institute this summer. Mrs. Thomas claims to have authority from State Supt. Price Thomas to issue these orders.

The conflict comes with the law. The normal schools are authorized by law to issue to their graduates diplomas, which entitle the holders to teach in any county of the state, without a certificate from the county superintendent. So if Mrs. Thomas refuses to issue county certificates to holders of normal school diplomas, it would seem that she is acting contrary to the state law.

Graduation of Blind Children.

Boston, Mass.—The graduating exercises of the Perkins Institution for the Blind were held in the Boston theater, June 7. The kindergarten class gave "A Day in the Life of a Child," telling the many happy moments in the lives of children whose eyes cannot reveal the beauties that others enjoy. While Dr. Gordon, of the Old South church, gave an address the children were modeling in clay, and when he finished, they exhibited their models, and told of their ideas of the physical world.

After this exercise, Tommie, or Thomas Stringer as they call him now, made an address on botany. The address was made through the mediums of the deaf and dumb alphabet and his teacher. His talk showed careful and devoted work in the

study of trees and flowers. The five girls of the graduating class then gave an exercise in physics, using musical instruments to explain the vibrations of sound. Afterward, they played a selection on stringed instruments. Five boys of the graduating class gave an exercise in literature. Dr. Samuel Eliot, president of the board of education, presented the diplomas.

War Geography.

In Talbot county, Maryland, one of the older teachers has formed a unique plan for taking advantage of the patriotic enthusiasm of his pupils. With their aid, he has utilized about a quarter of an acre in the school yard for a map of the world. This map shows the continents, islands, oceans, rivers, mountains, valleys, and other natural divisions. Sand, gravel, oyster shells, and the like, have been brought into requisition in making the mountains and deserts, while the rivers, lakes, and oceans are supplied with water from a well near by. The boys have made miniature warships and soldiers, and each day the positions of the forces are changed according to the progress of the war.

Graduates Protest.

Boston, Mass.—The graduates of the Boston normal school, 350 strong, have met and formulated a protest to the school committee against its vote abolishing the school. They argue that the state tax on Boston for the support of a state school would be so large that Boston would save nothing by it; that as only forty-two per cent. of Boston's teachers are graduates of the normal school, there is still room for good teachers from other parts of the state, and that the smaller the school, the better would be the results. For these reasons, they ask the vote to be rescinded, and a hearing given on the subject. Petitions are being circulated through the city, asking the same favors, and it is probable that a mass meeting of citizens will be held.

Providence News.

Providence, R. I.—Last year's drawing exhibit will be eclipsed by the one to be opened this year on graduation day in the English and classical schools. The exhibit will be in charge of Miss Harriette L. Rice, supervisor of drawing.

The day at the Manual Training high school is to be shortened next year. The hours have been from 9 A. M. to 4 P. M., authorities thinking that they should approach, as near as possible, to the hours of men in the shops. But it was found that the best results were not obtained, so the time will be shortened by one hour in the fall.

It is particularly settled that a six-years' course will be offered in the East Side high school next fall. This is to be an independent course, and the pupils who take it will not be obliged to finish the last two years in the grammar school. If this experiment proves a success, the course will be introduced next year in the Classical high school.

A series of spelling matches is being conducted in the various schools, in which great interest is manifested. The contests will be kept up until the end of the term.

High School Work at Home.

Oneida, N. Y.—Prin. Jennings has made a new departure in the high school work, and hereafter pupils will be required to do their studying at home, instead of at the building. Recesses have been abolished, and a short intermission will be allowed between recitations. The plan is well received by the students, and it is expected to be productive of good results.

Oneida School Notes.

Oneida, N. Y.—The bids for the new primary school building in Cherry street were so much above the appropriation that the board has decided to advertise for another set of bids. It is hoped that builders in Utica, Syracuse, Rochester, and Buffalo, will compete. The old school-house is in bad condition, and must soon be abandoned. Even with the new one, there will not be space enough to accommodate all the pupils.

The board is somewhat worked up over the teachers' training class. It is charged that partiality is shown in selecting pupils for the training class to teach, and bad feeling is engendered among those whose children have to attend the old building in Cherry street. There is some talk of abolishing the class, to stop the alleged abuses.

Farewell to the Old Academy.

Little Falls, N. Y.—June 10 was the last school day that the old academy building will see, as its place is soon to be filled by a handsome new structure. Informal addresses, suitable to the occasion, were made by Supt. Caswell and Prof. Warfield. Supt. Caswell suggested a reunion of all the former graduates before the old building is torn down. He said that such a reunion would call together some of the most prominent men in the country, for the old building had been the school-home of many, who had since obtained fame and fortune.

Chicago Notes.

At the meeting of the Illinois Society for Child Study at the Schiller theater, June 4, Col. Francis Parker, the president, said: "We teachers do not amount to much yet; it is considered necessary to watch and suspect us; we are limited; regulated; but, in spite of all that, we are better teachers than many of our critics, even if we have not a university education. We are willing to take, from any source, anything which will help us to develop the best in the children, and make good citizens of them." Poor Col. Parker seems to be a target for all critics. Usually his associates are in hearty sympathy with him; but one of the women teachers of his school complained to the board that Col. Parker had a leave of absence, to attend his sick wife, but used the time for a lecturing tour. We are all ashamed of the one who made the complaint.

CHILDREN'S AMBITIONS.

"Children's Ambitions" was the title of a paper read by Prof. Jegi, of Milwaukee. His investigations have been carried on in one of the middle-class districts of that German city, and his statistics were prepared from statements the children made in letters, telling what they wished to be and why. He judged the children were not influenced by the occupation of their parents, and only five per cent. seemed to be looking for short hours and big salaries.

Well, everybody else to the contrary, I persist in thinking children's inclinations are largely in the direction of what their parents or friends find lucrative. Sometimes they are influenced by books; else why is it in one district girls want to be artists, decorators, violinists, authors, and in another, teachers, dressmakers, typewriters, or housekeepers? In a letter written on that subject, a little girl said she would like to be a teacher, and gave as her reason, that it must be so pleasant to "make children know more." Her mother visited school one day, and said, "Clara wants to be a teacher, so she can keep her hands soft, and wear a diamond ring." Clara never said a word to that effect in her letter. My experience has been, that children tell a great deal more of their ambitions in a story. The hero or heroine is apt to be their ideal.

MR. O'SHEA'S LECTURES.

Prof. M. V. O'Shea, a great favorite with Chicago teachers, speaking on "Characteristics of Mental Development," said that every individual begins at the beginning and passes through the stages of development of the whole race. When mental nutrition is adequate, the time for passing through certain stages may be shortened. The activity of a young child resembles the activity of an animal engaged in capturing prey. Bullying and teasing seem to be the result of special inheritance. Two boys were in a field. Suddenly the large boy turned, pulled the tie of the small one, threw him down, danced on him, and then around him. He went through the exact process that a savage would; he was simply following out a stage in his development. What was to be done? Suppression is a most ineffectual method. Every stage has to be gone through, and if suppressed, instead of being allowed full development, the individual child would retain the characteristics of that stage; so some opportunity should be found to satisfy the craving for exercise of that particular stage. Games are played, in which the chief interest lies in capture. Nature never cuts off, but converts into something higher. One stage is a stimulus to a higher one; so games should be systematized. In a certain town he found the moral tone had been raised by the practice of bowling by the young men. Next in development comes chance. Here, mental keenness is required; so gambling is resorted to. Let children play cards and hasten them through that period. The law of training is conversion, not suppression. Emphasize the opposite of an evil. A thought held in the mind works itself out in the conduct. Thinking "I must not do a thing" generally results in doing it. The bicyclist can prove that the thought, "I must not run over that boy," being held in the mind, forms almost a drag in the direction of the boy. One surer of himself, thinks nothing of the chances, and the boy escapes.

Negation "almost never" accomplishes its purpose.

Prof. O'Shea's lectures have always a good-sized kernel for teachers. We always take something home with us; and if that something this time is the "evils of negation," and the

direction of activity in an instruction course, we shall have two things good enough to carry us successfully through the next year.

Col. Parker called for a discussion. Mr. Coe said he wished to emphasize the function of the ordinary teacher as distinguished from the specialist. So much theory cannot be applied successfully, but around the theorists arise disciples, who assimilate what they can, and apply it in an original way. A teacher must be an original observer. The mother instinct causes teachers to apply theories unconsciously.

Dr. Colin Scott gave it, as his opinion, that the stimulus was too intense. The cause of fatigued, defective children is the fatigued teacher, who herself is subjected to this intense pressure, and shows it in her face and form.

TEXT-BOOKS.

In a discussion on text-books, Mrs. Young championed the open list in teaching history, but was opposed by Supt. Lane. Mrs. Young thought three histories should be used in each room as text-books, the class being divided into parts, and each part using a different book. In this way, the opinions of different writers would be brought out, and the children made to use their reason in judging the value of facts. Mr. Lane said the single text-book was selected, it being the best in the market, and that supplementary readers supplied enough material for the exercise of judgment. Mr. Harper favored the open list, thinking it a factor in the education of teachers. One book offered too great a temptation on the part of pupil and teacher to emphasize.

SALARIES AND APPOINTMENTS.

The salaries of head assistants have at last been fixed at a maximum of \$1,175. Extra teachers will receive \$1,150. This is not at all satisfactory, as extra teachers very often do the office work, which any eighth-grade girl or cadet could do; in some cases, they are unable to hold a room. The sentiment seems to be, that a specially strong teacher should fill such a position, and should be required to do work of a little better quality—at least in one thing—than the regular teacher.

College graduates will be allowed to take the examination for teachers, without having had any experience. This subject caused a violent discussion, as many of the members considered a college degree certainly did not mean as much as four years' teaching. The opposition maintained the standard would be raised by giving college graduates a chance to take the examination without having to serve four years, in order to get experience.

The school commissioners favor the departmental idea in the schools, giving a teacher one or two topics and four or five classes. In favor of it, the strongest argument is, that a teacher would have the same pupils year after year, thus losing no time in learning where to begin. Against it is the fear that a teacher may grow mechanical, and become tired of teaching one or two things. The commissioners think principals should have a choice of text-books, and a voice in the selection of teachers. The principals themselves highly favor this idea.

Mary E. Fitzgerald.

Manual Training for Girls.

Chicago, Ill.—Miss Marion Talbot, of the Collegiate Alumnae of the University of Chicago, recently spoke before the educational commission on the subject of manual training for girls. She said that the present system of education leaves girls weak in mental power, and with small ability to use the hands as a means of expressing the products of the mind. Their tendency to exaggerate is as unchanged as ever, and their inaccuracy in statement is increasing. Manual training, she believed, would help to cure this. She said:

"Plastic materials, such as clay, cardboard, and the wools and cottons used in weaving, should give way in time to harder and less plastic stuffs, such as wood and iron. The girls, as well as boys, should know how to make mechanical drawings, and how to follow them in the construction of articles of use or beauty. This, not with a view to trade utility, but for its educational value. Wood and iron are materials that do not yield to inaccuracy or untruthfulness, and will teach the girls to be exact in their statements, and in their work. Knowing should be closely related to doing."

State Money in New Jersey.

Newark, N. J.—County Supt. Elmer C. Sherman has completed the appointment of state school money for next year in Essex county. It is as follows:

Belleville, \$8,718.01; Bloomfield (Central Union), \$17,679.68; Bloomfield (Brookdale), \$965.99; Caldwell township, \$1,386.77; Caldwell borough, \$1,136.71; Clinton, \$2,187.48; East Orange, \$32,531.24; Franklin, \$7,238.22; Glen Ridge, \$3,017.42; Irvington, \$8,432.30; Livingston, \$2,812.27; Milburn, \$4,480.45; Montclair, \$28,153.38; South Orange, \$8,627.02; Vailsburg, \$3,058.55; Verona, \$2,576.84; West Orange, \$12,409.86; Orange, \$34,531.94, and Newark, \$385,312.30.

New York City.

New Salary Schedule for Manhattan-Bronx Teachers.

The salary schedule takes effect Sept. 1, 1898. It lowers no existing annual salary. Under its provisions, no teachers' salary may be increased without the approval of the committee on teachers of the borough school board on the certificate of the borough superintendents that the teacher is doing meritorious work.

HIGH SCHOOLS.

Salaries of principals, \$5,000; first assistants, men, first three years, \$2,500; women, \$2,000; second three years, men, \$2,750; women, \$2,250; succeeding years, men, \$3,000; women, \$2,500; second assistants, men, first three years, \$1,800; women, \$1,500; succeeding years, men, \$2,100; women, \$1,800; third assistants, first year, men, \$1,200; women, \$900; second year, men, \$1,300; women, \$1,000; third year, men, \$1,400; women, \$1,100; succeeding years, men, \$1,500; women, \$1,200. Third assistants receiving the maximum for one year and second assistants receiving the maximum for three years may, upon recommendation of the principal, be promoted to the next higher grade of assistant.

ELEMENTARY SCHOOLS.

Salaries of principals, men, first three years, \$2,750; women, first two years, \$1,700; men, next three years, \$3,000; women, next two years, \$2,000; men, succeeding years, \$3,250; women, next two years, \$2,300; succeeding years, \$2,500. Principals supervising thirty or more classes shall receive \$250 additional; supervising nine or ten men, \$2,250; women, \$1,500.

SALARIES OF TEACHERS.

	Men.	Women.
First year.....	\$ 720	\$ 504
Second year.....	900	576
Third year.....	900	576
Fourth year (holders of perm. lic.).....	1,080	660
Fifth year (holders of lic. No. 2).....	1,320	780
Sixth year (holders of lic. No. 2).....	1,320	780
Seventh year (holders of lic. No. 2).....	1,500	900
Eighth year (holders of lic. No. 2).....	1,560	900
Ninth year (holders of H. of D. lic.).....	1,908	1,140
Tenth year (holders of H. of D. lic.).....	1,908	1,140
Eleventh year (holders of H. of D. lic.).....	1,908	1,140
Succeeding years (holders of H. of D. lic.)....	2,160	1,296

Minimum salary for women after ten years' service, \$750; after fifteen years' service, \$1,000; \$60 additional for women teaching boys; \$36 additional for women teaching mixed classes; substitute teachers, \$2.00 daily; special teachers of vocal music, manual training, modern languages, cooking, photography, \$1,000; annually, \$1,200 after two years of meritorious service; sewing, \$800; \$1,000 after two years' meritorious service; shopwork, same as men teachers, except not less than \$1,080; kindergarten, same as women, except not less than \$600; special teachers by the hour, not over \$1.00.

EVENING SCHOOL TEACHERS.

Principals of high schools, \$6.00 a night; teachers, \$4.00; principals of evening schools, \$4.50; teachers, \$3.00.

The certificate of the city superintendent that the experience of a teacher in schools other than the public schools of Manhattan-Bronx, is equivalent to a certain number of years of experience in the public schools of the borough shall be evidence to entitle such teacher to salary in accordance with the schedule, provided the teacher holds the requisite license.

Excursion of the Teachers' Mutual Benefit Association.

Despite the cloudy appearance of the day, the excursion of the Teachers' Mutual Benefit Association on Saturday, June 4, was a great success. Over 1,600 attended, making it the most successful excursion in point of numbers yet given by the teachers of the city, and, without doubt, had the day been a real excursion day, warm and sunny, several hundred more would have been present.

Owing to the fact that the Grand Republic was compelled, at the last moment, to change the landings, the excursion did not leave East 31st street until nearly 10 o'clock; but the boat made such good time that a three hours' stay was permitted at Locust Grove, and the return to the city made by 7.

The excursion officials were Joseph H. Wade, chairman; John P. Conroy, secretary; and Abner B. Holley, treasurer of the arrangements committee, and Supt. John Jasper, chairman of the reception committee, which latter was composed of sixty prominent principals and teachers. Among others who were present were noticed Associate Supts. James Godwin, Edward D. Farrell, James Lee, Matthew J. Elgas, Gustave Straubemuller, Albert P. Marble, Clarence E. Meleney, and Seth T. Stewart, Principals Samuel Ayres, Andrew J. Whiteside, Joseph J. Casey, John Walsh, Samuel McCrosby, Wilbur F. Hudson, William L. Ettinger, Hugh P. O'Neil, William P. McCarthy, John W. Davis, William C. Hess, William B. Friedberg, Henry Cassidy, Cecil Kidd, John H. Meyers, Dr. James P. Haney, Miss Mary E. Tate, Miss Rose M. O'Neil, Miss

Edith Jacobs, Miss Julia Birdseye, Miss Mary R. Davis, Miss Kate Mulrooney, Miss Kate Walsh, and Messrs. Alanson Palmer, Alexander D. Stratton, Joseph A. Fripp, Alfred J. Appleby, James C. Byrnes, John T. Nicholson, James A. O'Donnell, Henry Ludwig, Edward J. McNally, Frank A. Schmidt, Benjamin Veit, and Abram Fischlowitz.

Brooklyn Borough Board Meeting.

The Brooklyn borough board transacted important business at its last monthly meeting, June 7. Charles W. Field was made chief clerk in Supt. Ward's department, at a salary of \$2,500; Francis O'Malley was selected to succeed Mr. Field as statistical clerk, at a salary of \$1,500; and Frederick B. Chambers took Mr. O'Malley's place, at a salary of \$1,200. A motion was made and carried that during the summer months the playgrounds of the school be kept open for the use of children, provided some responsible organization will care for the school grounds.

The board voted to request the comptroller to turn over the special fund of \$12,599.09 raised for the public school library fund.

The board also voted to apply the \$20,000 left over from the building fund to the purchase of a site and the building of an addition to No. 21.

The law committee reported that the board could not pay the salaries of its employees who served in the army or navy.

NEW ASSOCIATE SUPERINTENDENTS.

The board, after the transaction of the minor business, proceeded to the election of two associate superintendents. Motions, to provide that one superintendent should be a woman, that salaries should commence in September; that the election be deferred to October, and that three superintendents be elected, were voted down. Pres. Swanstrom explained that the borough was entitled to eight associate superintendents, five more than it had, but as the board of estimate had only provided for two, and only \$9,000 was available, it was best to elect only two at the present time. This number was finally agreed upon. Pres. Swanstrom, as proxy for Nelson J. Gates, nominated Miss Julia J. Jones, of No. 3; Mr. Clark nominated William C. Campbell; Mrs. Pettengill nominated Miss Evangeline E. Whitney; Mr. Young nominated LaSelle H. White; Mr. Kiendl proposed Frank B. Stevens; Mr. Maxwell spoke for Miss Grace C. Strachan; Mr. Chadwick proposed Miss Sarah A. Scott; Mr. McNamee, Edward B. Shallow, and Mr. Schaeidle nominated Miss Adelaide S. L. Franklin.

Mr. Campbell was elected by twenty-three votes, on the first ballot. Several candidates were withdrawn, and then a spirited contest was waged between the adherents of Miss Whitney and Mr. Shallow. Miss Whitney received twenty-four votes, on the tenth ballot, and was declared elected.

Mr. Campbell has been for a number of years principal of No. 44. He has been successful as a principal, and is expected to be equally successful in his new position.

Miss Whitney made a fine record while in charge of the primary department of No. 40. A few years ago she became principal of No. 79, and was recently offered the principalship of intermediate school No. 82.

Male Teachers' Association Committees.

The committees of the Male Teachers' Association, appointed in accordance with the new constitution, are as follows: On lecture and entertainment, Messrs. Lawrence, Devlin, McNally, Adams, and Mischlich; on library, Demarest, Falls, Rourke, Appleby, and Gold; house committee, Washburn, O'Donnell, Levy, Chatfield, and Stryker; on teachers' grievances, Babcock, Bernhardt, O'Flaherty, Fruan, and Kelly; on press and bulletin, Lambert, Hoxie, Ritchie, Jr., Van Cott, Jr., and Boylan; on membership, Newman, Martin, Nicholson, Seelye, and Fitch; on state legislation, Goodrich, Kieran, Plough, O'Connell, and Fleming; on local legislation, O'Calaghan, Requa, Newman, Gross, and Ayers; on course of study, Daniels, Wheat, Schlockow, Byrnes, and Smith.

Examinations in Brooklyn.

Examinations in physiology, as required by law, were held in all the Brooklyn grammar schools June 10. Examinations of parochial and private school pupils in the borough for admission to high schools will be held in school No. 3, Bedford and Jefferson avenues, the morning of June 16. Examinations for admission to the Training school for teachers will be held June 21 to 23, inclusive.

Schools for Children's Use.

The Outdoor Recreation League sent delegates to Mayor Van Wyck Saturday morning, asking him for an appropriation to pay the expenses of using the school buildings as recreation places for children during the summer. The mayor had already sent a letter to Pres. Hubbell, of the board of education, asking what the board was going to do about the matter. If the board would allow the school to be used, as the charter authorizes them to do, the mayor agreed to see that the funds were appropriated. It would take about \$15,000 for Manhattan, and \$5,000 for Brooklyn.

At the meeting of the Richmond borough board, June 9, it was remarked that Prin. Ryan, of the West Brighton school, had been absent for many days, without apparent cause. A committee was appointed to investigate. The deadlock in regard to the location of the high schools, which was noticed in *The School Journal* June 4, has been broken. The schools will be in Stapleton, Tottenville, and Port Richmond.

It is proposed to hold a joint teachers' institute of the first and second districts at Hempstead in October. This would be the first joint convention ever held by the two districts, and would be a large gathering. The largest gatherings of the kind in the state are the Queens and Suffolk county teachers' conventions, which are usually attended by more than a thousand teachers.

Manhattan-Bronx Meetings.

June 20.—Teachers' Mutual Aid Society, City college 4 P. M.

June 21.—New York City Teachers' Association, City college, 4 P. M.

June 22.—Board of education, Grand street.

June 24.—Teachers' Co-operative Building and Loan Association, Bloomingdale hall, East 60th street.

June 24.—Teachers' Building and Loan Association, Room 1001 Presbyterian building, Fifth avenue and Twentieth street.

June 27.—Female Assistants in Grammar Departments, P. S. 19, 225 East 27th street, 4 P. M.

Items of Live Interest.

Syracuse, N. Y.—The board of education, at its last meeting, considered a request from Mrs. L. V. L. Lynch, president of the Onondaga Relief Association, for permission to enlist the sympathies of the school children in the relief work for the soldiers and sailors. A contribution of five cents each was to be asked from the children. The board refused to permit any contributions to be asked, while granting the request in a general way.

Chelsea, Mass.—Mrs. Emeline Augusta Parker Gilman, for twenty-five years a member of the school board, died May 28 at her home. She was seventy-four years of age. She was a niece of Theodore Parker, the famous clergyman and author, and a great-great-granddaughter of Capt. Parker, the commander of the minutemen who fired at Lexington "the shot heard round the world."

New Haven, Conn.—Prin. Scudder, of the Hillhouse high school, has called the attention of parents to the rules of the board of education regarding standing. If a student has in any study the mark D, he shall be required to pass a satisfactory examination in the subject at the opening of the school year in September; if he has D in two subjects, he must repeat the year's work. Only a pupil without conditions can be promoted to a higher class. A pupil with one condition must be ranked with a lower class until his back work is made up.

Rochester, N. Y.—It is expected that there will be about 1,400 delegates to the New York State Teachers' Association in this city July 5 to 7.

Dover, Del.—A summer school of methods for Kent and New Castle will be held in the public school building, Dover, for five weeks, beginning Monday, July 4. Facilities will be provided for meeting the new requirements for a state certificate. These include the constitution of the United States and the newly-adopted one of Delaware. The elements of botany, zoölogy, and drawing will next be added. Dr. Emerson E. White is one of the lecturers of the school. Supts. C. C. Tindal and W. F. Smith are the managers.

Montclair, N. J.—The school census, just completed, shows the total number of children of school age to be 3,088; an increase of 154 over last year.

Cortland, N. Y.—The school children of this place have an excursion to Ithaca June 18. Many children from Homer and McGraw are also expected to attend. Pres. Schurman, of Cornell university, has directed that all the buildings be opened for the inspection of the children. A balloon ascension and fire works will be features of the day.

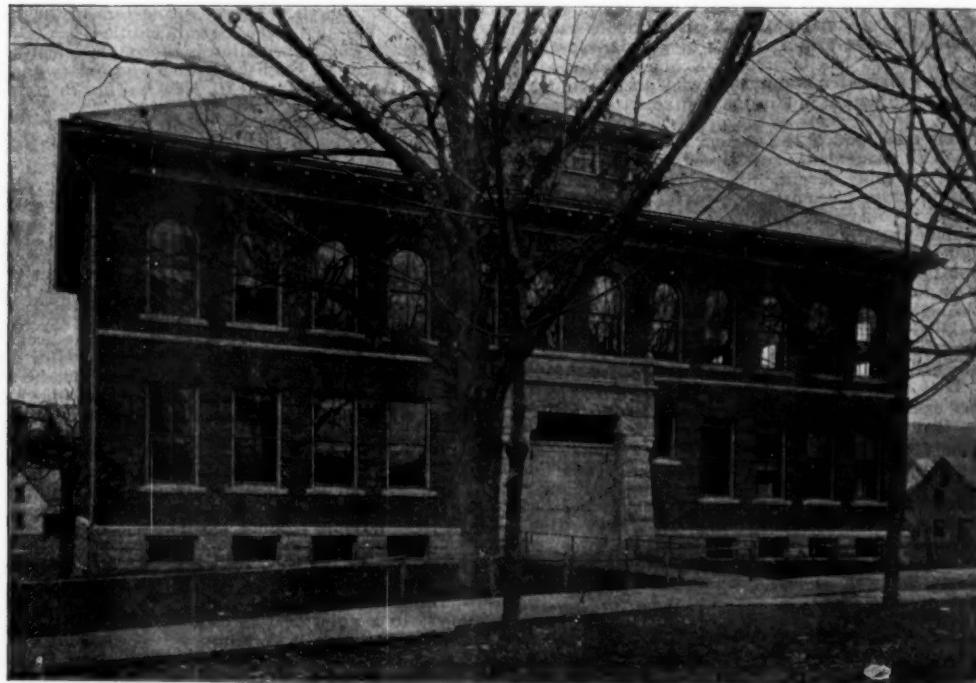
An interesting pamphlet is one issued by the Northern Steamship Company, giving the details of its line of steamers between Buffalo and Duluth. The descriptions are accompanied by photographs of the picturesque places along the route.

Miss Olive Nicewarner, a school teacher of Chicago, came to New York three months ago, engaged a room and board on West Nineteenth street, and started out to seek work. She was unsuccessful, and several weeks ago her money gave out. She worried so over the matter that on June 9, her mind began to give way, and she fast became unmanageable. She was taken to Bellevue, where, it is hoped, she may recover.

The new Adirondack guide of the New York Central, issued by the passenger department, is a sixty-four-page folder, containing many maps and illustrations, accompanying full descriptions of the places of interest among the mountains and other valuable information.

Of late years, there has been a wonderful increase of business on the great lakes. The tonnage passing through St. Mary's canal, between Lake Superior and Lake Huron, in its year of 225 days, is 22,000,000 tons, or more than that of the foreign trade of the whole Atlantic coast. The tonnage through the Detroit river, between Lake Huron and Lake Erie, is, in a season, one-half more than all the tonnage entering and clearing at London in a whole year.

Penn Yan, N. Y.—A firebug attempted to destroy the Penn Yan academy building the morning of June 1. The janitor discovered the fire at 7 o'clock, and subdued it with some difficulty.



Rossville School, Binghamton, N. Y.

New Books.

The fifty-fifth volume of "The Century" contains the numbers from November to April, inclusive. A popular series is on "Heroes of Peace," containing illustrated articles on "Every-Day Heroism" and "Heroes of the Life-Saving Service," by Gustav Kobbé, and "Heroes Who Fight Fire," by Jacob A. Riis. Four articles on André appear, one written by Jonas Stadling, the Stockholm journalist, giving the description by an eye witness of "André's Flight into the Unknown." There is also an account of the message sent by carrier-pigeon from the aéronaut, the only word received from him since his departure.

Mrs. Sara Y. Stevenson devotes five excellent papers to "Maximilian, His Allies and Enemies." Mrs. Stevenson writes from intimate personal acquaintance with the events of the French intervention in Mexico, and the diplomacy of the United States at that time.

Mr. V. C. Scott O'Connor contributes two articles on Tennyson, and his home, illustrated by reproductions of the celebrated portraits of Mrs. Cameron, who was one of Tennyson's best friends. The fight of Chilean and Peruvian warships in 1879 is described by Claude H. Wetmore, and "Fights Between Ironclads" is discussed by Theodore Roosevelt. (New York. The Century Co. Price, in gilt cloth, \$3.00.)

Notwithstanding the rather poor figure that modern Greece is playing in history, we must not forget its past; its former glories were substantial enough, and they excite unfailing interest in the intelligent reader. A writer who pictures modern Greece in the light of the past, with all the enthusiasm of a scholar and an artist, is Samuel J. Barrows, who has given his volume the significant title of "The Isles and Shrines of Greece." In fulfilling his desire to enter Greece by the portals of the Odyssey, and to leave it by the Trojan gates of the Iliad, his trip included the Ionian islands, Peloponnesus, Phocis, Thessaly, Attica, the Aegean islands, and Troy. Crete is not included, because it lay out of his path; not because it has no claims to being a part of Greece. The author is a keen observer, and most graphic writer, and in passing over this course, no point of interest was allowed to escape him. Scholars will read the book with unalloyed delight, but its appreciation will not be confined to them; it will suit the popular taste as well. The book has many pictures of Greece as it appears to-day, besides illustrations of states, etc. (Roberts Brothers, Boston. \$2.00.)

James C. Fernald chose a subject for his book, "The Spaniard in History," that is exciting a great deal of interest just now. The Spaniard, especially during the past four hundred years, has played a large, and mostly a discreditable part, in history. In spite of some bright streaks of genius, especially in literature, the record has been a dark one. Perhaps the Spaniard's peculiar character is due somewhat to his complex origin, for there is no nation in Europe that contains so many diverse elements. In the veins of the people of the peninsula to-day there runs the blood of the ancient Iberians and Celts; of the Romans, Carthaginians, and Greeks; of the Vandals and Moors, and probably several other nations. Whether it was due to origin or to circumstances, or to both, we know that the Spaniard is to-day the most cruel, bigoted, and intolerant of the human race, not even excepting the Turk.

By this bigotry and intolerance Spain has been practically ruined. The Moors and Jews, among the most industrious and valuable of the citizens of the country, were expelled under a barbarous edict that forbade anyone from helping the unfortunate exiles on the way, even if they were starving. They consigned tens of thousands of native Spaniards to the torture and the stake by the Inquisition, because they differed in opinion. They set wife against husband; son against father; brother against sister, by this gigantic spying and intrigue system, that permeated the whole country. These acts hardened the national character, so that whatever human feeling the Spaniards originally possessed was lost. When they acquired foreign possessions, the subject peoples were made to feel the heavy weight of the yoke that had already been felt by their own countrymen. In South America, Mexico, Cuba, the Philippines, wherever the Spaniard has held sway, the tale has been the same—unparalleled barbarity, oppression, extortion, a contempt for subject peoples, that have roused almost constant insurrection.

What wonder, then, that the people of the United States, educated in a far different school, should be horrified at the misgovernment and cruelty in Cuba! After detailing the facts about the murder of the envoy of the Netherlands by Philip II., the author says: "Since Spain's ideal monarch could thus perfidiously do to death one who came to him in the sacred char-

acter of herald and envoy, no man need wonder that when an American battleship is blown up, at night in a Spanish port, and at a buoy to which she had been towed by a Spanish pilot, in a time of profound peace, the deed should be viewed in the light of the history of the past; and that all Americans should believe that there may have been a countryman of the second Philip base enough to do the deed, and crafty enough to cover his tracks till the sea shall give up its dead." (Funk & Wagnalls Co., New York.)

There are other heroes besides those of war, as anyone will admit after reading of the achievements of explorers in the icy North. Such men as Kane, Hayes, Hall, Greely, Melville, Peary, Schley, and others have won as much honor and shown as much true heroism as anyone who has ever faced the cannon's mouth. The world has heard much in the newspapers about Lieut. Robert E. Peary of late on account of his explorations in and around Greenland, and now they can have a chance to read his own account, in two volumes, entitled "Northward Over the Great Ice," containing over 1,100 octavo pages. These volumes comprise a full account of his remarkable work in Arctic exploration up to date; viz., the reconnaissance of the Greenland inland ice, 1886; the North-Greenland expedition of 1891-1892; the North-Greenland expedition of 1893-1894; the North-Greenland expedition of 1894-1895; the summer voyages of 1896-1897. In these several expeditions, Lieut. Peary and his associates have done a work, so far as scientific results are concerned, that will give them a permanent place in the history of Arctic exploration. Nor should the brave Mrs. Peary be forgotten; she is the first woman, we believe, who shared the dangers and hardships, and we may add, the glory, of her husband's Arctic trips. One important result of Lieut. Peary's work was the knowledge obtained of the habits and mode of life of the natives. This is set forth in lively narrative and pictures. In fact, the explorers must have done some lively work with the camera, for there are about eight hundred illustrations. The books are one of the most important contributions to Arctic literature. They are handsomely bound in blue cloth, with cover design in white, and enclosed in a box. (Frederick A. Stokes Co., New York. \$6.50.)

There will never be a time when the name of Robert Burns will fail to elicit interest. He is not only a favorite in Scotland, but wherever the English language is spoken. A handsome little volume, entitled "Selections from the Poetry of Robert Burns," has been issued by Allyn & Bacon; it contains notes and a glossary; it is edited by Lois G. Hufford, teacher of English literature in the high school of Indianapolis. The introduction is well fitted for the volume, which is intended for high and normal schools. The main facts of the poet's life appear in this, and a very just estimate of the poet himself. The notes are used to disclose the beauties of the poems, as well as to make clear any obscure expressions. The suggestions for class study, page 122, are valuable. (Allyn & Bacon, Boston. Price, 35 cents.)

A condensed grammar of the German language, by Hjalmar Edgren and Laurence Fässler, professors in the University of Nebraska, has just been issued, entitled "A Brief German Grammar." The presentation is thorough, scientific, and practical. There is an English-German vocabulary and a complete index. (American Book Co., New York. Price, 75 cents.)

A very pretty volume in Heath's English Classic series is Dryden's "Palamon and Arcite," which has been edited by W. H. Cranshaw, with many notes and critical suggestions. The suggestions for the study of the poem, page 122, are worthy of all praise; we think we have never seen better, or, indeed, as good, in so little space. It is a volume admirably fitted for high and normal schools. (D. C. Heath & Co. Price, 30 cents.)

It is a good sign that a man like Eugene Field is thoroughly and cordially appreciated. A volume designed as a memorial of this gentle-hearted poet is entitled "The Eugene Field I Knew." The author is Francis Wilson. How he came to know Field so well, he does not tell us; but he has given a charming insight to his interior life. There have been many things said concerning this writer of prose and verse, and yet Mr. Wilson has gathered many more, and these without touching his poetry. It is a noble and beautiful task he set before him to rear this memento over the grave of one he must have known intimately. There are some beautiful illustrations—the two children on page 120 are especially interesting. (Charles Scribner's Sons, New York. Price, \$1.25.)

Prin. W. F. Nichols, of Holyoke, Mass., has worked out eight books of arithmetic for the eight grades, and of these, the volumes for grades two, three, and four are before us. We confess to a good deal of pleasure in the first book of these volumes; the plan is certainly an excellent one. To make a book to be studied for eight years, fitted for all the pupils of a multi-graded school, the beginners and the ones who have made considerable proficiency in handling figures was the first undertaking. The next step was the making of a primary and

an advanced book. The third step has now been taken, by the publication referred to. This plan is one that will commend itself to the teacher; even if the pupil must own eight books on arithmetic. The author has constructed these volumes from the skilful teacher's standpoint. For grade two, for example, he gives problems, not only in addition, subtraction, multiplication, and division, but appropriate ones in fractions, in long measure, general measurements of figures, and also percentage. There are numerous problems, and all fitted for pupils of the grade. There will be an employment developed of the fundamental rules from the beginning to the end. What is true of this volume is true of the one for grade four; the same subjects are considered in an advanced way. The problems are within reach of the grade, and yet will demand thought. The plan and its execution are to be highly commended. (Thompson, Brown & Co., Boston. Price, 25 cents.)

The pursuit of "Nature Study by Months" receives practical and systematic treatment in Prof. A. C. Boyden's book for use in elementary grades. The plan is to use the love that children bear for plants and animals to train them into scientific habits of study and investigation; and also to cultivate the various forms of expression, such as drawing, coloring, oral and written language, and in cases that readily admit of it, construction. A series of lessons is planned for the months of the school year, beginning in September and ending in June. Flowers, insects, birds, minerals, agricultural operations, etc., have their place in the program when observation will be of most aid. (New England Publishing Co., Boston and Chicago.)

"The Sixth Reader" of the Educational Music Course, by Luther W. Mason, James M. McLaughlin, George A. Veazie, and W. W. Gilchrist has been published by Messrs. Ginn & Co., of Boston. It is in two parts, and is intended for the upper grades of grammar schools, as well as the lower grades of high schools. There are exercises and songs in two-part, three-part, and four-part music. This volume is a serious attempt to present music in form that will enable it to be studied progressively. One of the great reasons why music has made so little headway in our public schools has been the absence of suitable books for its progressive study. A volume like this deserves, therefore, the highest praise. (Ginn & Co., Boston.)

A series of sermons preached in the Calvary Baptist church, New York, during consecutive Sunday mornings during a period of several months, by the Rev. Robert Stuart McArthur, has been published in a volume entitled "The Attractive Christ." Christians can draw comfort and inspiration from the fervent and eloquent passages in this book. (American Baptist Publication Society, Philadelphia. \$1.00.)

The "German Grammatical Drill" of Josepha Schrakamp will find its way into a large number of schools, because of its plan of exercises by which points of grammar are impressed on the mind. Teachers will not fail to see the value of this plan. The volume presupposes an acquaintance with the rudiments of German grammar, and treats of the more difficult points of syntax and usage. These points are incorporated in rules that are given in connection with appropriate exercises, and are so arranged as to facilitate ready reference. (Henry Holt & Co., New York. 65 cents.)

A series of little essays, or parables, involving great moral principles, is contained in Bolton Hall's volume entitled "Even as You and I." It is an attempt to express in simple and clear forms the fundamental doctrines of earth's great teachers. (F. Tennyson Neely, New York.)

The latest addition to the interesting series of "Tales from McClure's" is the one entitled "War." In this little volume of about two hundred pages, ten thrilling war articles make a delightfully readable series of brave deeds, character sketches, daring escapes, and the like. The first article is by Major-General Nelson A. Miles, on "The Bravest Deeds I Ever Knew." "In a Bowery Regiment" is told with much power by Capt. Musgrave Davis (Chas. O. Shepard), and the other articles are all bright, dashing, and pithy. (Doubleday & McClure, New York. Cloth, small 16mo. Price, 25 cents.)

One would never imagine that so much fun could be had at the expense of the old Grecian gods, goddesses, and heroes as has been created by Charles M. Snyder, the author of the "Comic History of Greece," and the artists who have helped to make the pages pleasant and attractive. What if he does represent the old Greeks as smoking pipes and cigars, riding bicycles, using modern telescopes and umbrellas, and doing other modern things, has he not given us a full history of Greece from the earliest times to the death of Alexander the Great? In the treatment of the mythology, the author's genius shines with particular brilliancy. If lover's vows make Jove laugh, how much more reason the whole crowd on Olympus have for merriment at the predicaments in which the author and artist have placed them and the heroes. The verse throughout the volume should not be forgotten; it is racy and original. The artists who have contributed to this volume are John Sloan, W. M. Goode, F. M. McKernan, E. Shinn, H. Blue, F. C. Schell, and Bob Addams. (J. B. Lippincott Co., Philadelphia. \$2.00.)

The teacher, author, or student, needs to have a collection of reference-books in his library, that he can get to quickly, for he cannot carry all the facts he will need in his head, and it is not always convenient to go to a public library. One of these storehouses of information that he should possess is "The Historical Reference-Book," by Louis Heilprin. This contains: (1) A chronological table of universal history; (2) a chronological dictionary of universal history; (3) a biographical dictionary, with geographical notes throughout. The present edition (the fifth) is revised to 1898. As the matter is very compact, one can imagine the amount of information that is stored in these 590 pages. The accuracy of the book has been tested by long use. (D. Appleton & Co., New York.)

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The Contribution of the Oswego Normal School to Educational Progress. By A. P. Hollis, of the University of Wisconsin. Vol. 34 in Heath's Pedagogical Library. Cloth. 164 pages. \$1.00

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CONTENTS OF FIRST FOUR ISSUES:

SEPTEMBER, 1898

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| 1 Lion—"Prince," the Old London Favorite | 7 The Elephant's Bath, No. 1. "Is it cold?" |
| 2 Lioness—"Nancy" | 8 In the Jungle (Elephants) |
| 3 A Tiger in Repose | 9 Great One-Horned Indian Rhinoceros |
| 4 A Growing Cub | 10 The "Ship of Asia" (Camel) |
| 5 A Wolf's Head | |
| 6 The Jaguar | |

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| | 10 The Alpaca |

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NEW YORK AND CHICAGO

[Entered at the N. Y. P. O. as second-class matter.]

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The Educational Building,
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267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1890, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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ADVERTISING RATES

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The June Magazine.

The "Integral Calculus," by Daniel Alexander Murray, Ph. D., instructor in mathematics at Cornell university, is a part of the Cornell Mathematical Series now being published by the American Book Company. It is designed primarily for the use of students in engineering, whose purpose in studying the Integral Calculus is to acquire facility in performing easy integrations and the power of making the simple applications which arise in practical work.

The Baker & Taylor Co., New York, have in preparation, by Rev. Arthur T. Pierson, D. D., a "Life of George Müller," which they will issue in the autumn.

In the International Modern Language Series Ginn & Co. issue "Selections from the Correspondence Between Schiller and Goethe." It contains eighty-six letters, has been arranged with a view to provid-

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ing the American student, not merely with excellent specimens of classical prose in one of its most attractive forms, but also of affording him a basis for the study of the literary work of Goethe and Schiller between the years 1794 and 1805.

"Kodaks" are not permitted within sight of the czar of Russia, and he is considered the most difficult man in all Europe to photograph. Lillian Bell, who is in Russia for "The Ladies' Home Journal," persuaded the Russian officials to allow her to be an exception to the rule, and she succeeded in photographing the czar so close that the Russian monarch jumped at the click of the button. Miss Bell will tell how she got her photograph, in the next issue of the "Journal."

A life of Christ by Pansy will be a welcome book in all Sunday schools and Christian homes. Lothrop Publishing Company have just issued this under the title "The Prince of Peace," by Mrs. G. R. Alden ("Pansy"), with illustrations from Hofmann's famous designs.

"The Critic" has asked its readers to decide on what branch of contemporary French literature they would like to read an essay by M. Brunetière. When the distinguished critic was in the country a year ago, he promised to write out for "The Critic" his five Lenox Lyceum lectures, but has never found an opportunity of doing so, and now proposes instead that he be asked to write a single essay in place of the five papers promised. The choice of subjects lies between history, the drama, poetry, criticism, and the novel. The polls will close on June 30.

A book on "Nature Study," by A. C. Boyden, of the Bridgewater normal school, has been issued by the New England Publishing Company.

Summer Outings.

PERSONALLY-CONDUCTED TOURS VIA PENNSYLVANIA RAILROAD.

The Pennsylvania Railroad Company announces the following Personally-Conducted Tours for the Summer and early Autumn of 1898—

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Convention National Educational Association, Washington, D. C.

REDUCED RATES VIA PENNSYLVANIA RAILROAD.

For the National Educational Association Convention to be held at Washington, D. C., July 7 to 12, the Pennsylvania Railroad Company will sell excursion tickets from points on its line to Washington and return at rate of *single fare for the round trip plus \$2.00 membership fee*. These tickets will be sold on, and good going, July 4 to 7, and good to return, leaving Washington July 8 to 15, when stamped by Joint Agent at Washington. By depositing ticket with Joint Agent on or before July 12 and on payment of 50 cents the return limit may be extended to August 31. Tickets for side trips from Washington to Gettysburg, Richmond, Old Point Comfort, and Southern battlefields will be on sale at the ticket offices of the Pennsylvania Railroad Company in Washington during the continuance of the Convention.

Change of Time on the West Shore Railroad.

The West Shore Railroad will change time on its Passenger Trains Sunday, June 5, making radical changes both in through and local trains on its lines and branches.

The most notable change is the discontinuing of the Day Express, which formerly left New York at 10.00 A. M.; in lieu of that train, train known as No. 1, Continental Express, will leave New York at 12.45 P. M., making a fast run, with but five stops between New York and Buffalo, having dining car attached. This train is due to arrive in Chicago next day at 2.40 P. M., and St. Louis at 6.52 P. M. It will therefore be seen that this train will be of great benefit to the traveling public.

Train No. 3, known as the Chicago and St. Louis Limited Express which formerly left New York at 5.45 P. M., is now scheduled to leave at 6.15 P. M. A great many local stops have been taken from this train, and it now arrives in Buffalo the next morning at 6.35 and Chicago the next evening.

Train 19, Fast National Limited, which leaves New York at 7.30 P. M., arrives as usual at Buffalo at 7.42 A. M., the following morning.

Train No. 5, Pacific Express, leaves New York at 8 P. M., and arrives at Buffalo as heretofore scheduled at 12.25 P. M.

The Saratoga and Mohawk Valley Express leaving New York at 11.20 is scheduled as heretofore, but many of the local stops have been canceled.

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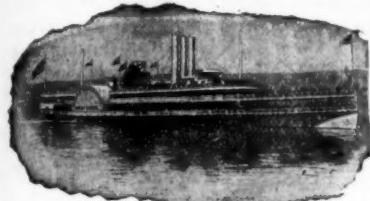
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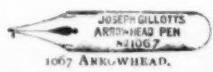
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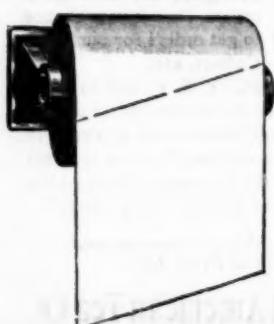
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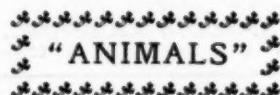
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